

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
FACULTY OF LANGUAGE STUDIES  
DEPARTMENT OF ENGLISH**

**IMPLEMENTATION OF ACTIVE LEARNING IN SPOKEN  
ENGLISH CLASSES WITH UNIVERSITY STUDENTS IN  
FOCUS**

**BY**

**SEIFU BERIHU**



**June, 2011  
Addis Ababa**

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**A THESIS SUBMITTED TO  
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## ACRONYMS

<b>AL:</b>	Active Learning
<b>EFL:</b>	English as a Foreign Language
<b>ALM:</b>	Active Learning Method
<b>PAL:</b>	Pedagogy for Active Learning
<b>SCI:</b>	Student Centered Instruction
<b>CL:</b>	Cooperative Learning
<b>ICDR:</b>	Institute for Curriculum Development and Research

## ***Abstract***

*This study was conducted to examine the extent to which active learning method is implemented in spoken English classes at Samara University. A descriptive case study was employed to achieve the goal of this research. Four spoken English instructors and thirty six students which is a total of 40 participants were involved in the study. In order to get relevant data from the target population, questionnaire, interviews and classroom observation were used. The questionnaire was administered to students, and the interviews were conducted with instructors. The data collected through questionnaire were analyzed using frequency and percentage value and the qualitative data were analyzed using textual explanations. Furthermore, the qualitative data (data from interview and classroom observation) were analyzed together with the quantitative one to triangulate the results found from the questionnaire. The findings of the study generally indicate that active learning method is not sufficiently implemented and classes are dominated by lectures. The study, therefore, concludes that recently introduced teaching methods are not properly implemented in spoken English classes and so there is still adherence to the conventional lecture method. The result of the study also shows that there are serious factors that impede in implementation of active learning. As a result, the researcher presented some possible recommendations so as to alleviate the problems.*

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1. Background of the study

Education is a universal practice in which societies are engaged at all stages of development. One of the ultimate aims of education is to strengthen the individual's and the society's problem solving capacity and ability, that is, people can solve different problems using education. Education enables people to identify harmful traditions and replace them by useful ones. To get such kind of result, an appropriate curriculum that can provide quality education must be designed and implemented properly at all levels of schools. In schools all over the world, there is a tendency and movement towards quality of education. From this perspective Ethiopia is a country where the economic development is at its early stage. In line with this belief, aspiring to address the development issue in Ethiopia, the government has emphasized the promotion of active learning that gave the way for the development of problem solving capacity both in the content and approach of education (Tibebu, 2006:1).

The traditional methodology has been mainly based on students learning individually and emphasizes the reciprocal effect between students and teachers as well as students and books. However, new education pedagogy develops including the application of some new education concepts like active learning education theory is paying more attention to the reciprocal effect among students. In relation to this argument (Benson, 2001:23) states that the shift of interest to learners as a source of information for learning process led to the growth of interest in the theory and practice of active learning in language learning and teaching. Active Learning (hereafter referred to as AL) is just one kind of educational methodology that emphasizes the mutual effect and cooperation among students. According to Millis and Cottell (1998:78), AL is a method that de-emphasizes competition and instead encourages students together and to succeed as active participants in their learning. Change in educational system requires adjustment and upgrading of skills which are being incorporated in the very fabric of education.

Hence, AL is a category of pedagogies established as being extremely effective in engaging and maintaining student interest thereby leading to better student performance and retention of subject matter. Besides, it is a process where students are actively engaged in building understanding of facts, ideas, and skills.

Numerous studies show that active participation of students in the teaching learning process is more effective in a learning environment that emulates a real-world learning environment. Supporting this Nardos (2000:87) as cited in Taye (2008:1), points out that, in AL the learners have a marked degree of freedom and control over the organization of learning activities. Usually these activities involve problem solving, inquiry and investigational work etc. Similarly, Aggrawal (1996:96) has mentioned that the basic purpose of education is to enable the learners to adapt him/her in a society, which is full of problems. Not only social life is full of problems but also there are problems and puzzling situations, which are normal, feature of a child's everyday life in school as well.

In a traditional teaching and learning environment, only little learning is taking place in the classroom even though there appears to be an active shift of information. AL is a key element in the learning process and most adult learning models view interaction (AL) as a crucial component (Mantyla, 1999:19). In an effective learning environment that incorporates active learning strategies, "greater emphasis is placed on students' exploration of their own meaning, attitudes, and values" (Bonwell and Eison, 1992).

Having said this about AL, as regards to the importance of spoken English, it is obvious that English has been the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. As a consequence, English serves for many times many more people as a barrier between themselves. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998:13). The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children. Based on the reasons above, in recent years, English language teaching has focused on teach the English language use rather than teach about the English language itself.

The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues using the traditional method of teaching. In line with this one, in learning speaking skill in the specified area of study (at Samara University), the students often find some problems. The problem frequently found is that their native languages causes them difficult to use the foreign language in their daily conversation and are too shy to take part in the dialogue. Other reason is because of the lack of students' interest to use the target language, the teaching-learning methodologies employed in teaching spoken English are some of the factors more often reflected by the students in the university. However, today's world requires that the goal of teaching speaking should improve students' communicative skills via the application of some new teaching methodologies in the classroom, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In order to teach second language learners how to speak in the best way possible, some methods have been introduced in teaching or learning speaking skills. One way to combat the problems associated with students' learning spoken English is through the application of Active Learning methodologies. The application of AL in the classroom encourages student engagement through greater involvement in what is being taught. Moreover, the application of this approach can also promote autonomous work outside class by extending active learning beyond the lesson period. Thus, it is also possible to consolidate the teaching program content with greater availability of time for classroom activities. In nutshell, of the numerous methods of teaching /learning language skills, delivering active learning in the actual class has got special attention nowadays.

## 1.2. Statement of the Problem

It is quite evident that teaching and learning language skills have undergone a number of phases in using various approaches and methods as a result of continuous attempt and change of knowledge in the world. Hence, effective teaching and learning any subject require the use of different methodologies and strategies to meet the demands of the learners in specific and the society at large. Accordingly, the government of Ethiopia had introduced a new curriculum that calls for integrating active learning methods in textbooks and training policy for teachers.

The curriculum reform initiated in 1994 after the adoption of new education and training policy has led to extensive changes in education. One of the changes is the paradigm shift in the model of teaching and learning which involves the shift from rote learning to active learning and the shift from linear to an integrated curriculum (Leu, 1998 cited in Amanu, 2005:28). This change has brought a major paradigm shift in our thinking about education and the meaning of knowledge and learning. In relation to the instructional methods, the underlying ideas like active learning approach: group work/pair work, discussion, cooperative learning, problem solving, debating, project method, brainstorming and others have been introduced through this reform.

The major changes or paradigm shifts in the curricular reform include the shift from the traditional passive learning to the new model of participatory learning. According to Amanu (2005), the new education and training policy document strongly criticizes the former teaching-learning process as traditional where the subject content has been treated as a separate entity and the practice of teaching and instructional methods have been treated in theoretical basis. As a result, according to the document, it has produced teachers who although well grounded in their individual subject knowledge are not necessarily good at teaching in schools using active learning methods. This shows that though textbooks have been changed and training has been offered, teachers still adhere to the traditional method

As to Denne-Bolton (cited in Alemu, 2004:30), during his visits to Ethiopia to conduct training workshops on ELT from December 18, 2001 to January 5, 2002, noticed that though

teachers are well acquainted with the theory of CLT, it is not often practiced by many teachers due to uncertainty regarding the techniques, time constraints, lack of confidence, large classes, fixed seats, teachers' worry about loss of control, and students resistance.

Furthermore, in recent years there have been great deals of fascinating research works on language teaching methodologies. Of these interesting research works, the research done on active learning in language teaching /learning is worth discussing. Hence, some local studies were conducted in relation to the implementation of active-learning in some governmental schools and universities. Among them is the research done by Moges in the year 2007 entitled "An Assessment of the Techniques Practiced by EFL teachers in Implementing Active Learning in upper primary Schools in Gondar town in focus". His major finding indicates that the techniques practiced by EFL teachers in implementing active learning are varied. ✓

The other local research work done by Taye in the year 2008 entitled "Perceptions and Practices of Active Learning in the EFL classes of Dilla University in focus". The result of his study also reported that perceptions of instructors and students completely affect their implementation of active learning in the actual class.

In general, the literature on active learning strategies is very rich and robust, and the research works with respect to the implementation of active learning in EFL classes have been conducted by some local researchers. Nevertheless, the vast majority of their study covered simply practices of active learning in the EFL classes in general without looking for and giving attention to which extent active learning is being implemented tailored with the nature of language skills.

Apart from these conducted research that have been mentioning above, the researcher believes that dealing with the degree to which extent active learning is being implemented in spoken English in particular is worth discussing and addressing issue. It is so because, simply knowing and counting theoretically the kinds of active learning strategies that we use in teaching or learning the language skills merely couldn't be valid and fruitful to our students. But, looking for pertinent active learning method and its implementation way to promote

students' ability in spoken English is important issue. It is therefore, this research intends either to minimize or fill this gap that has not yet discovered by the above local research works.

❖ In line with the above study of the problem, the following research questions were formulated.

1. What active learning methods are frequently employed in spoken English class?
2. Do instructors and students play their roles in the practice of active learning in-spoken English class?
3. What factors are seriously affecting the implementation of active learning in spoken English classes?

### **1.3. Objectives of the study**

The main purpose of this study was to investigate the extent to which active learning is implemented in spoken English classes at Samara University. To achieve the main purpose of the study, the following specific objectives were specified.

#### **1.3.1. Specific objectives**

- ▶ To find out which active learning strategies are frequently used in teaching/learning spoken English.
- ▶ To identify factors those seriously affect the implementation of active learning in spoken English classes.
- ▶ To find out instructors' and students' role during the practice of active learning in spoken English classes.

## **1.4. Delimitation of the study**

The researcher believes that it would be appropriate to conduct the study in large scale. However, the limited time and other resources do not allow doing so. Hence, the study was confined to Samara University, 2nd year English major students in focus. The conceptual scope of the study was therefore, confined to assess the degree to what extent active learning strategies are implemented in spoken English classes of Samara University and if so how often did they use them and the challenges they faced while they implement were the primary scope of the study.

## **1.5. Significance of the study**

As stated above, the main purpose of the study was to investigate or examine the degree to which extent active learning is implemented in spoken classes. It is better to make it clear that no further study has been done to deal with the implementation of active learning in spoken classes. Therefore, the finding which will be obtained as a result of conducting this research or study may have certain areas of significance.

Above all, investigating this study was expected to shade some light on whether or not the degree of implementing active learning in spoken English has either positive or negative effect in the teaching-learning spoken English so that to be taken into account.

Secondly, the English instructors and students of Samara University may get worthwhile benefits from the finding. It can help them to see the possible ways that promotes for the implementation of active learning strategy(s) while they teach or learn spoken English. It is thus, instructors can evaluate their methods and adjust some sort of modifications together with their students.

Finally, this study may open a way for conducting further investigation in this area for those who are interested to do so.

## 1.6. Limitations of the study

It is quite known that any study is not absolutely free from limitations. As a result, this study was conducted with some sort of limitations. Primarily, it is worth keeping in mind that the sample size of the study was only limited to 36 students and 4 spoken English instructors selected from two classes. This could often create hast generalization of the study. It would have been better and more effective if a good number of universities and participants were included in the study to gather sufficient information to get best results.

The researcher also felt that demonstrating the practice of all aspects of AL method could not be carried out within a short period of time and would require an intensive investigation to reflect all aspects of AL. Therefore, the instruments that were used to gather data in this respect were limited to raise only some aspects of AL and its implementation in the classroom level. Furthermore, the focus of the study was limited to the practice of active learning in one macro language skill, speaking. Thus, the findings of this study might not give us wide and deep insight into how the practice of active learning methods are set up and managed in teaching other skills.

## 1.7. Definition of Important Terms

**Active learning:** refers to active involvement of the learner on different learning tasks within and out of the classroom. It includes group work, role-playing, discussion, etc.

**Implementation:** refers to how the teaching-learning activity is put into practice in/out of classroom by teachers/instructors in educational institutions.

**Instructors:** teachers who teach in higher educational institutions like colleges and university

**Active Learning Strategies:** refers to techniques used in the class by which students can involve and engage actively in the teaching-learning process to run active learning.

## **1.8. Organization of the study**

The study was organized in five chapters. The first chapter dealt with introduction: background of the study, statement of the problem, objectives, significance, delimitation and limitation of the study. The second chapter contained review of related literature. Methodology of the study was dealt in chapter three. Chapter four also focused on analysis and interpretation of the data collected through questionnaire, classroom observation and interview. Finally, summary, conclusion and recommendation of the study were given in chapter five.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

In this chapter, literatures related to active learning were reviewed. It is organized in to different sub topics: concept of learning, the 'what' and 'why' of active learning, theoretical bases of active learning, research findings on active learning, principles of active learning, major components of active learning, the role of instructors and students in active learning and barriers to the implementation of active learning.

#### 2.1. Concept of learning

Some people believe that learning is passive in that the teacher is the only source of knowledge that transmits knowledge to students. Regarding this, Dunn (1994) reported that there are people who think that knowledge can be pumped in to a child like petrol in to a tank and that when he is full, he is educated. But learning, as explained by Silberman (1994), is not an automatic consequence of pouring information in to students' head, rather it requires the learner's own mental involvement. Silberman further stated that explanation and demonstration by the teacher will never lead to real learning.

Similarly, Cobern (cited in Martin, 1997) stated that learning doesn't occur by transmitting information from the teacher or the text book to the children's brain. Cobern further elaborates that each child should construct his/her own meaning by combining prior information with new information so that the new knowledge provides personal meaning to the child. Moreover, Bentley and watts(1995) argued that telling by itself doesn't always produce the desired result(learning) in that teachers' understanding and conclusion can't directly transferred in to learners' understanding and conclusion.

## 2.2. The 'What' and 'Why' of Active Learning

AL is the broadest and most inclusive learning principle and it under girds all other key learning processes. It is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners (Bonwell and Eison, 1991) popularized this approach to instruction. Hence, it is hardly possible to provide universally accepted definitions for all of the vocabulary of active learning since different authors in the field have interpreted some terms differently. Nevertheless, it is possible to provide some common accepted definitions and to highlight distinctions in how common terms are used.

All learning is in some sense active, but active learning refers to the level of engagement by the students in the instructional process. An active learning environment requires students and teacher to commit to a dynamic partnership in which both share a vision of and responsibility for instruction. In such an environment students learn content, develop conceptual knowledge, and acquire language skills through a discovery-oriented approach to leaning in which the learner is not only engaged in the activity but also with the goal of the activity(Fern,etal.,2005). Essential to this approach is the view of the learner as responsible for discovering, constructing and creating something new and the view of the teacher as a resource and facilitator (Ibid).

Active learning refers to techniques where students do more than simply listen to a lecture. Students are doing something including discovering, processing, and applying information.

It is important to remember, however, that lecture does have its place and that active learning cannot happen without content or objectives. Education once was thought of as a process of transmission (i.e., pouring knowledge into empty vessels), research has made it abundantly clear that the quality of teaching and learning is improved when students have enough opportunities to clarify, question, apply, and consolidate new knowledge through the help of active learning implementation in actual classroom (Ibid, 1999).

There are many teaching strategies that can be employed to actively engage students in the learning process. Some of these are group discussions, problem solving, case studies, role plays, journal writing, debates and structured learning groups and so forth.

The benefits of using such activities include improved critical thinking skills, increased retention and absorption of new information, increased motivation, and improved interpersonal skills. However, research also indicates that by re-organizing or adapting the ways they present material to students, instructors can create an environment in which knowledge retention is significantly increased; of course, such situations require the cooperation of the students themselves.

Similarly, it is written on (<http://www.ncsu.edu/felder-public/Papers/Resist.html>) that active learning is involving students directly and actively in the learning process itself. This means that instead of simply receiving information verbally and visually, students are receiving, participating and doing. Thus active learning is:

- engaging students in doing something other than listening to a lecture and taking notes
- students may be involved in talking and listening to one another, or writing, reading and reflecting individually or in small groups

In an active learning environment the students should gain a sense of empowerment because the content presented and ideas discussed are relevant to their experiences and histories.

When learning is active, students do most of the work. They use their brains...studying ideas, solving problems, and applying what they learn. Active learning is fast-paced, fun, supportive, and personally engaging...to learn something well, it helps to hear it, see it, ask questions about it, and discuss it with others. Above all, students need to 'do it'... figure things out by themselves, come up with examples, try out skills, and do assignments that depend on the knowledge they already have or must acquire (Silberman,1996:67).

Therefore, from this definition it is quite possible to say that learners actively involved in their learning and responsible for their own learning. All the learning activities that can be done by learners should be accomplished by themselves. The teacher should be a facilitator rather not being the sage on the stage.

Yet other definition of active learning is anything that students do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in

which students react to lecture material, to complex group exercises in which students apply course material to "real life" situations and/or to new problems through speech (Paulson & Faust, 1989).

Therefore, from these definitions given above by different scholars what 'AL' generally refers to is any instructional method that engages students in the learning process. Moreover, active learning requires students to do meaningful learning activities and think about what they are doing. While this definition could include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity, student engagement in the activity, student reflection and the use of higher order academic skills such as analysis, synthesis and evaluation in the learning process. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor. Moreover, active learning can be further defined as an investment of a significant amount of mental energy and a high level of psychological involvement in the learning process. In short, one can say from the above definitions that how teachers and students are viewed, how the teaching learning process could be active and how sustainable knowledge is obtained from active learning method.

### **2.2.1. The Need for Active Learning**

The basic rationale upon which most educators and countries strongly advocate for and incorporate active learning method in their educational policies as pointed out by Brands and Ginnis(1986), Weimer(2002), and Cruickshank(1995):

- ✓ It ensures learners' preferences, needs, and interests. It avoids a loss of superiority and inferiority; it creates democratic ways of doing things.
- ✓ It allows every learner to interact and value opinions and views aired by their peers.
- ✓ It enhances the release of learners' creative potential. It ensures diversified product for it is not dependent on prescribed activities

Chickernig and Gamson (1987) have also described that;

“ Learning is not a spectator sport. Students do not learn much just sitting in the class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it relate it to past experience, apply it to their daily lives. They must make what they learn part of themselves” (p.3).

There are many reasons that teacher-centered learning needs to shift to learner-centered learning. One is that student-centered learning is more aligned with the lifelong learning skills needed in the workforce of the information age. Second, with the rapid changes in history and culture, textbooks based and teacher-led learning has become obsolete.

Instead technology resources are replacing these obsolete approaches to create an interactive learner-centered classroom. The most fundamental justification for taking an active learning approach to the delivery of lessons is the widely agreed-upon assertion that the degree to which students understand a concept is in direct proportion to the amount of personal energy they have expended in trying to master it. A second, justification for students learning in this fashion is that it may closely models what students will need to do when they leave the schools and enter the work place (Derebssa, 1999).

Similarly Gross (cited in Bonwell and Eison, 1991) pointed out that when students are actively involved in learning, they learn more than when they are passive recipients of instruction. Active learning seems to motivate students from closer relationship with one another in working together. Each active learner group not only scored high marks academically but also gained some social skills through cooperative work (Johnson and Johnson, 1989). Moreover, active learning approach, as stated by Derebsa (2006), offers opportunities for interaction between teachers and students, amongst the students themselves, as well as between students and the materials, the topic itself. Active learning stimulates life

time habits if thinking; stimulates students about how as well as what they are learning and increasingly to take responsibility for their own learning (Silberman, 1997).

A related research report indicated that employing active learning facilitates students' mastery of subject matter, develop intellectual skills, and from personal attitudes and values than passive learning. Emphasizing this, Bligh(cited in William and John, 2002), and Bonwell and Eison (1991), pointed out that traditional lecture was approximately equivalent to active learning strategies to teach information, but was less effective for promoting thought, changing attitudes and developing behavioral skills.

According to Hake (cited in Moti, 2008) also added that the conceptual understanding and problem solving ability of students who applied interactive teaching methods are significantly higher than students who studied according to traditional methods.

To sum up, active learning approach help students to develop a "can do" attitude. It is effective, motivating and enjoyable. It helps students develop creative thinking and acquire the skills, values, and attitudes necessary for them to lead productive lives and become responsible citizens.

### **2.3. Theoretical Bases of Active Learning**

The development of methods of teaching has been traced back to ancient Greece in various literatures. The most long-lived and wide spread sets of teaching methods are those associated with the study of language and literature (Singh, 1989 in ICDR, 1999:62). Ancient educational methods emphasized memorization and analogical reasoning. Analogical reasoning is a form of reasoning in which one thing is inferred to be similar to another thing in a certain respect, on the basis of the known similarity between the things in other respects. The scientific approach to teaching methods began with the emergence of constructivism view.

Constructivism is a set of beliefs about knowing and learning that emphasizes the active role of learners in constructing their own knowledge (Anderson, 1987). The construction of knowledge is viewed to be the result of a learner's attempts to use his/her existing knowledge to make sense of new experiences. This entails both the modification of concepts and the reorganization of knowledge structures. Although the construction of knowledge can be facilitated by instruction, it is not the direct consequence of instruction. Since knowledge construction depends on the extant knowledge of the learner, different individuals will come away from an instructional experience with their own unique understanding, no matter how well the instruction is designed, and no matter how much effort the individuals devote to making sense of what they have seen and heard.

Constructivism stands in stark contrast to the view of learning in which individuals passively receive well organized knowledge. Although learners must construct their own knowledge, a significant portion of an individual's knowledge is constructed in response to interactions with other human beings. From a social constructivist perspective, most learning is socially mediated (Brown, 1989; Vygotsky, 1978). Certainly the influence of human interactions on knowledge construction is so pervasive that a proper understanding of learning cannot be achieved without taking into account its social dimension. Since much learning is done within a social context, it becomes important to understand how dialogue between a teacher and students, and among students, can be used to enhance student learning.

In connection with the above theoretical point of view, Active learning "derives from two basic assumptions:

- (1) that learning is by nature an active endeavor and
- (2) that different people learn in different ways" (Meyers and Jones, 1993).

Furthermore, as it is written on <http://edweb.sdu.edu/people/bdodge/active/ActiveLearningk-12.html> about the theoretical bases of active learning that it isn't a new idea. It goes back at least as far as Socrates and was a major emphasis among progressive educators like John Dewey. And yet, if you look into many university classrooms, we seem to have forgotten that learning is naturally an active process. It involves putting our students in situations which

compel them to read, speak, listen, think deeply, and write. While well delivered lectures are valuable and are not uncommon, sometimes the thinking required while attending a lecture is low level comprehension that goes from the ear to the writing hand and leaves the mind untouched. But active learning puts the responsibility of organizing what is to be learned in the hands of the learners themselves, and ideally lends itself to a more diverse range of learning styles.

Active Learning, which is grounded in adult learning theory, is based on several assumptions about adult students. Four specific assumptions related to this theory are:

- (1) Significant learning takes place when the subject matter is perceived by the student as relevant to his/her own purpose.
- (2) Much significant learning is acquired through doing.
- (3) Learning is facilitated by the student's responsible participation in the learning process.
- (4) Self initiated learning involving the whole person – feelings as well as intellect – is the most pervasive and lasting type of learning (Knowles, 1998:38).

So, from the above perspective it can be realized that learning is an active process. In some way a student must be actively engaged in the class, with the materials, solving problems, processing information, evaluating evidence, and so on. This can be alone or with a peer or in a group. It can be in class or out of class. It might be reflecting on moral dilemmas or considering a specific technical problem.

## 2.4. Research Findings on Active Learning

Johnson and Johnson (1989) as cited in Taye (2008:17) have found that active learning instructions seem to motivate students to have closer relationship with one another in working together. Each student-centered group not only scored high marks academically, but they also gained some social skills through cooperative work.

According to Brands and Ginnis (1986) in many ways active learning has become the new standard by which to help students learn. But a pedagogical approach requires some understanding on the teacher's part on how to work with these techniques in the classroom.

Silberman, (1996:44), delivers a key note that addresses a challenging issue to develop an environment in which students become actively engaged in learning. Thus, after decades of research on teaching and learning strategy, the effectiveness of active learning has been clearly documented. However, in the institution of higher learning there have been challenges to incorporate the new model of active learning in to their classrooms. Thus, some have embraced this approach to instruction with enthusiasm while others seem more cautious in moving towards adoption. Anyway, active learning occurs in an environment where the student is at the center and the instruction is student-centered. On the other hand, passive learning occurs in a setting where the teacher is the focus, described as teacher- centered instruction.

The assumptions which are offered when using the active learning approach are that the techniques used will increase the student's learning of a given subject, or in the case of learning English as a foreign language, will allow the student to more easily gain language comprehension skills necessary for communication. The traditional teacher centered approach of itemizing various points to be taught in order to learn English or any other subject by explaining rules and procedures is not the methodology used in an active learning driven classroom. Making the distinction between these two types of methodologies, i. e. teacher based and student based, is partly the reason for many researchers. However, the emphasis will be more on how the student can take over the responsibility normally presented in the teacher based methodology and replacing it by giving the student concept

development tools which will directly put the learning of the subject into the student's hands. The method for accomplishing this independent learning will be referred to as Pedagogy for Active Learning (here after referred to as PAL).

Supporting this idea (Leo,2007), forwarded that the main distinction between a teacher based methodology and a student centered methodology is that with the teacher centered approach all the relevant information pertaining to a subject has to be remembered and then recalled by various testing schemes, whereas in the PAL system the students are given the information without explaining its content but are asked to arrange and make associations with the information to experience meaningful relationships by using active learning techniques.

Making the distinction between these two methods of learning is where the initial resistance from teachers is usually heard. The normal refrain is how I get my students to learn if I don't teach them. This is the first question teachers raise when they hear about active learning. The teacher's concerns and frustrations are based on having to relinquish their role as the main provider of the information in the classroom, and let the students learn the information on their own. It's at this point the teacher has to be taught about active learning by demonstrating the Active Learning Pedagogy so as to instill a degree of trust and confidence that indeed a new pedagogy for learning has been developed which allows all the innate potentials of a students learning behavior to be utilized and encouraged (Van De Bogart,1989:76).

Furthermore, active teaching and learning offers opportunities for interaction between teachers and students, amongst the students themselves, as well as between students and the materials, the topic itself or the academic discipline. Typically, the kinds of strategies we would employ in order to promote active learning are small group work, problem solving, debating, case studies, discussions, role play, and field trips and so forth (Huddleston & Unwin, 1997).

In a nut shell, use of active learning strategies in the classroom is vital because of their powerful impact upon students' learning. For example, several studies have shown that students prefer strategies promoting active learning to traditional lectures. Other research

3. Learning does not occur in a vacuum. Learners discover and construct meaning from information and experience based on their unique perceptions, thoughts and feelings. The crucial action of constructing meaning is mental: it happens in the mind. Physical actions, hands-on experience may be necessary for learning, especially for children, but it is not sufficient; we need to provide activities which engage the mind as well as the hands (Dewey called this reflective activity.)

4. Learning involves language: the language we use influences learning. Researchers have noted that people talk to themselves as they learn. On a more general level, there is a collection of arguments, presented most forcefully by Vigotsky, that language and learning are inextricably intertwined. This point was clearly emphasized in Elaine Gurain's reference to the need to honor native language in developing North American exhibits. The desire to have material and programs in their own language was an important request by many members of various Native American communities.

5. Learning is a social activity: our learning is intimately associated with our connection with other human beings, our teachers, our peers, our family as well as casual acquaintances, including the people before us or next to us at the exhibit. We are more likely to be successful in our efforts to educate if we recognize this principle rather than try to avoid it. Much of traditional education, as Dewey pointed out, is directed towards isolating the learner from all social interaction, and towards seeing education as a one-on-one relationship between the learner and the objective material to be learned. In contrast, progressive education (to continue to use Dewey's formulation) recognizes the social aspect of learning and uses conversation, interaction with others, and the application of knowledge as an integral aspect of learning.

6. Learning is contextual: we do not learn isolated facts and theories in some abstract ethereal land of the mind separate from the rest of our lives: we learn in relationship to what else we know, what we believe, our prejudices and our fears. On reflection, it becomes clear that this point is actually a corollary of the idea that learning is active and social. We cannot divorce our learning from our lives. More information doesn't

necessarily mean more learning. Learners seek to create meaningful uses of knowledge regardless of the quantity and quality information presented. Therefore, the learning environment is important and learners learn best in a friendly, socially interactive and diverse environment.

7. One needs knowledge to learn: it is not possible to assimilate new knowledge without having some structure developed from previous knowledge to build on. The more we know, the more we can learn. Therefore any effort to teach must be connected to the state of the learner must provide a path into the subject for the learner based on that learner's previous knowledge.

8. It takes time to learn: learning is not instantaneous. For significant learning we need to revisit ideas, ponder them try them out, play with them and use them. This cannot happen in the 5-10 minutes usually spent in a gallery (and certainly not in the few seconds usually spent contemplating a single museum object.) If you reflect on anything you have learned, you soon realize that it is the product of repeated exposure and thought. Even, or especially, moments of profound insight, can be traced back to longer periods of preparation.

9. Motivation is a key component in learning. Not only is it the case that motivation helps learning, it is essential for learning. This idea of motivation as described here is broadly conceived to include an understanding of ways in which the knowledge can be used. Unless we know "the reasons why", we may not be very involved in using the knowledge that may be instilled in us. Even by the most severe and direct teaching.

## **2.6. The Major Components of Active Learning**

There are many strategies that promote active participation of students in the classroom. However, only some of the commonly used active learning strategies are discussed here under.

### **2.6.1. Group Work/Pair work**

Group work is part of collaborative strategies of teaching learning. It is one of the best ways of encouraging active learning by arranging the learners' work together in group. It can take many forms involving pairs of students working together, up to ten learners together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. If necessary, random, gender, interest and ability groups can be formed (kyriacou, 1998:39).

### **2.6.2. Role- playing**

According to Davison (cited in Bonwell and Eison, 1991), Role- playing can be used to help students' experience "stressful, unfamiliar, complex or controversial situations", by creating circumstances that are momentarily real, thereby letting students develop and practice those skills necessary for coping. And the teachers' function, usually, is to structure the situation by providing background details and a general sketch of the roles to be played. Furthermore as cited in Taye (2008:28), role-playing is a deliberate acting of a social role in a class room. During role-playing a small number of students present the content while others in the class observe. Students have the opportunity, to experience and analyze the specific situation being studied (Frazee, 1995:115). Moreover, it involves providing a group of students with a "character" and allowing them to act out the characters attitudes and responses to situations. Role- playing fosters small group interactions. It allows students the opportunity to act out selected text.

### **2.6.3. Discussion**

Discussion in the classroom is an important kind of active learning strategy (ICDR, 1999:92). This strategy gives room for the students to exchange, explore and air their views (Nardos, 2000:196). However, they need to be managed and organized well to be effective. After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

The purpose of discussion is to examine information in order to develop a deep and broader understanding of a topic. However, students should have prior knowledge and experience with a current topic for discussion to be successful. In line with this idea, Frazee (1995:79) argued that, through discussion there is an opportunity for higher order thinking and increased interaction among all students.

### **2.6.4. Brain storming**

This strategy requires students to generate as many ideas as possible about a new topic. It may be done in a number of different ways; in groups-recording their ideas on chart paper, in pairs, or as a whole class together with the teacher (or a student) writing the ideas on the board or chart paper and focuses on giving the students a Come together again to address how and why they decided which ideas to keep and which ideas to discard (Bonwell and Eison, 1991:132). They further documented that it is a great way of finding out of the students what they already know on a subject as well as an excellent review of activity that can be given forward.

### **2.6.5. Problem Solving**

Problem solving is an instructional technique where teachers and learners attempt in a conscious, planned and purposeful effort to arrive at some solution (Aggrawal 1996:91).

Learning; through problem solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners' life. According to Lue, (2000:22) problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self development.

In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion.

#### **2.6.6. Project method**

A project is a natural, life like learning activity involving the investigation and solving of problem by individuals or a group of students (ICDR, 1999:84). Ideally, project work should consist of a task to achieve some definite goal of real personal value.

The project method involves cooperative investigation of real life situation or problem under the supervision of the teacher. It encourages students to plan and carry out investigations of real life situations in the students' immediate environment individually or in group (Dary and Terry, 2000:17).

In general this approach produces a close contact with real life situations, encourages co-operations in between learners; offers opportunities to play a leadership role.

#### **2.6.7. Peer-Teaching**

Peer-teaching is a participatory, active and democratic strategy integrated into the students' own experience; that results in deep learning. Peer- teaching involves occasional use of students in the class who have experiences because of their good background in particular area. Peer-teaching is also an appropriate strategy to be applied in teacher training program. It can solve the problem of large class size and it may release teacher educators' time for personal research or for producing resource based learning material (Benet, 1996:38).

Some people believe that to truly learn something you must teach someone else. Allowing students to become involved in the day to day teaching requires them to learn the topic, thereby becoming the class resource on the subject, to organizations their presentation, and to present the topic, as well as to generate discussion on the matter.

### **2.6.8. Demonstration**

Demonstrations are a part of active learning when students are required to perform the demonstration or when the teacher demonstrates a tool or concept and then requires the student to perform the same task.

A demonstration activity is when the instructors demonstrate how to do something in front of their class. The purpose of doing a demonstration is to show the students HOW to do something in both words and actions.

When an instructor demonstrates, he /she should point out the process, step by step. Having written instructions on the board or on a piece of chart paper is also helpful. (Capel, 1995:62)

### **2.6.9. Debating**

Debating is an organized discussion on an issue which is usually controversial. The class is divided into two groups, each supporting a “side” of the issue: the people who are “pro” and the people who are “against”. Each side has a leader and supporters. There is also a chair person, who keeps order during the debate. Each side presents its argument in an organized, clear, and intelligent manner. The chair person or chairing committee then decides on who has won. This is decided by judging who has made the strongest, logical arguments and who has refuted the other side’s arguments most successfully and it is in this kind of situation students can learn more (Chet,1993:34).

### **2.6.10. Cooperative Learning**

CL is a structured and systematic instructional design in which small groups work together toward a common goal. The implementation of CL in the classroom means that all members in a group can learn together through person-to person interaction, and will subsequently perform better as individuals. Supporting this idea, Johnson (1998) described CL as involving the use of small groups in instructional environments where students work together to maximize their own and each others' learning.

Research done by (Cohen, 1984) has also shown that “CL fosters language development and integration of language and content through increased active communication and use of

language for academic and social functions. In the traditional language classroom, teachers do most of talking but only 25 percent of students actually listen to the teacher.” Furthermore, as suggested by (Ibid, 1984), student language production is sequential, which results in minimal student language production. Cohen further suggests that up to 80 percent of CL class time could be scheduled for activities that include opportunity for student talk. This increased communication time can be vital and beneficial to language learners, especially limited English proficient (LEP) learners who usually receive less teacher and peer communication in the tradition classroom.

Therefore, from the above findings and definitions of cooperative learning we can deduce that much more class time should be given to learners so as to practice the language effectively using cooperative learning method.

## **2.7. The Role of Teachers and Learners in Active learning**

Perhaps the role of teachers and learners are supposed to play in active learning classrooms is determined by the type and the nature of learning activities (Harmer, 1991:235) which are in turn dependent up on the method the language teacher employ. To that end, the role that teachers and learners play in spoken English classes are also depend up on the types of classroom activities proposed in communicative language class.

### **2.7.1. The Role of the Teacher in Active Learning**

The role of the language teacher plays a great importance as to help the learners master the necessary skills and develop communicative competence. So, it is the teacher’s job to promote active learning by moving away from being content focused to student focused and providing opportunities and motivation to get students actively involved with the materials and each other. (Morrison, 2011:123)

The teacher plays a variety of roles as Harmer (2001:57) claims may change from one activity to another or from one stage of activity to another. However, Harmer (1991:235) classifies the variety of roles that a language teacher plays in EFL classes into two categories:

as controller and as facilitator. However, when defining the role language teachers play in implementing active learning methods in spoken English, Larsen- Freeman (1986) says that teachers would find themselves talking less, listening more and becoming active facilitator of their students. In addition, Breen and Candlin (1980:99) cited in Richards and Rodgers (1986:77) describe the roles language teachers play as follows.

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The learner role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an *organizer* of resources and a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experiences of the nature of learning and organizational capacities.

In addition to the above explanation or in other ways round, scholars like Littlewood (1981:19), Gatbonton and Segalowitz (2005: 340), Harmer (1991:235-242), Richards and Rodgers (1986:77-78) have put the role of the language teacher plays in communicative classrooms as summarized as follows.

- ***Need analyst***- take the responsibility for determining and responding to the learners language needs.
- ***Counselor***- exemplifies an effective communicator seeking to maximize matching of speaker's intention and hearer's interpretation through the use of paraphrase, confirmation and feedback.
- ***Group process manager***- organizes the classroom as setting for communication and communicative activity.
- ***Resource (knowledge provider)*** - offers help if it is needed (when the learners are missing and they wish help).

Generally, we can see from the points raised above about teacher's role that teachers do not have direct teaching role in the speaking activities i.e. teachers are not dominant as they

could be in the traditional (teacher-centered) classes. However, they would rather carry a burden of very important roles of creating conducive learning environment and enhancing learning by doing at least some of the above mentioned roles. Further, Rogers, quoted by Brown (2000:90), stated that teachers are to become facilitators of learning through the establishment of interpersonal relationship with the learners". To be facilitators, teachers need to show "genuine trust, acceptance and prizing of the students as "worthy and valuable individuals" They are to communicate "openly and empathetically" with their students. In these ways they can be expected to be "effective teachers", who will "succeed in the goals of education". It is, thus, very important for the classroom teacher to convey warmth and empathy toward the students, creating a cooperative and supportive learning environment and providing educative learning experience that the students have the opportunity to develop as whole human beings.

The teaching style of active learning is affected by cognitive theory. Their teaching style is highly student-centered. As a Robinson (1995:57) stated that "teacher conceives self as flexible, permissive, interested in stimulating discussion and seeing other grow". Similarly, Lightbown and Spada (1993) stated the teachers should more carefully design what students need to learn before they apply those learning activities into their teaching. A teacher in the active learning plays a role as a supporter, facilitator, observer, change agent, and adviser (McDonell, 1992). Teacher's role is to arrange the students in heterogeneous groups, to provide students with proper materials, and to design structural systematic teaching strategy (Chen, 1999).

### **2.7.2. The Role of the Learner in Active Learning**

It is inevitably true that learners are not empty vessels when coming to language classrooms and are expected to play a number of roles in spoken English classes. Legutke and Thomas (1991:267) confirming this idea state the learner does not come in to the project classroom knowing nothing. Rather he brings with him a range of previous learning experiences, of values, views and expectations ... not only have rather fixed idea about which activities are most appropriate for them but also how the teacher should go about her/his teaching.... Learners are not merely passive listeners and Aston (1993) stresses that learners are not

limited to the consumption of services provided by the teacher. However, they can become animator and creators of the self-access facilities, taking greater control of their own learning. Breen and Candlin (1980:110) cited in Richards and Rodgers (1986:77) describes the learners' role in ALM as follows.

The role of the learner as negotiator- between one self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedure and activities which the group undertakes. The implication for the learner is that he/she should contribute as much as he/she gains, and thereby learn in an interdependent way.

To achieve the goal of foreign language learning/teaching skills i.e. the development of potential spoken English by learners (as far as learners are pivot), learners should have positive attitude and motivation towards the learning activities triggered by the teacher's facilitative role in the class using ALM. If so, the students would hopefully conduct the activities needed in the communicative classroom either in group or in pair. It is, therefore, very important for the teachers to identify their roles, to integrate with that of the learners, and to help the learners know their distinctive roles in practicing the active learning methods puts on spoken English and work in collaboration.

## **2.8. Factors Affecting the Implementation of Active Learning**

Different scholars have noted that the effective implementation of active learning in real classroom as well as outside the classroom can be influenced by a multiple factors. Some of the factors that inhibit the implementation of active learning are classroom condition, resistance to change (teacher's and student's interest), shortage of instructional materials, shortage of time and other related factors are discussed here under.

### **2.8.1. Resistance to change (teachers' and students' interest in AL)**

Resistance to change may occur due to self-interest, misunderstanding and lack of trust. Especially resistance may occur not avoid the learnt experience. If we see the experience of teachers and students before the implementation of active learning methods in our country for many years, what they experienced was the old method one (teacher-centered method). Thus, due to different reasons, both teachers and students may resist the implementation of active learning teaching methods.

As indicated by Plass (1998) resistance to change is perhaps the greatest challenge to the implementation of active learning methodology. She further elaborates that resistance comes from psychological derives of teachers and students perception about who does what in the classroom.

Similarly, Evans and Leggman (cited in Bowell and Eison, 1991), stated that teachers tend to be conservative, favoring the old traditional methods and viewing innovations of any kind with considerable apprehension.

Discussing students' resistance, Bonwell and Eison (1991) contend that students always resist the use of active learning because it provides a strange and dramatic contrast to the more familiar passive listening role to which they have become accustomed. Listening to teachers' talk is not only a more familiar role for students; it is also a considerably easier one. Then, teachers' selective interest of students' unpleasant reaction then, as explained by Fhurman and Grasha (as cited in Bonwell and Eison, 1991), encourage the use of more traditional teaching methods. Leo (2007) also stated that students fear losing face by making mistakes and lack of confidence to express themselves in less than perfect English.

Furthermore, discussing the teacher's resistance in the practice of active learning in a classroom as stated by Evans and Leggman (cited in Bowell and Eison, 1991), is because of the following reasons for the fact that active learning is not implemented in a classroom:

- If I spend time in class on active learning exercises, I'll never get through the syllabus.
- If I don't lecture I'll lose control of the class.
- Some of my students just don't seem to get what I'm asking them to do-they keep trying to find "the right answer" to open-ended problems, they still don't have a clue about what a critical question is, and the problems they make up are consistently trivial.
- When I tried active learning in one of my classes, many of the students hated it. Some refused to cooperate and made their hostility to the approach and to me very clear.
- I'm having a particularly hard time getting my students to work in teams. Many of them resent having to do it and a couple of them protested to my department head about it.
- If I assign homework, presentation, or projects to groups, some students will "hitchhike," getting credit for work in which they did not actively participate.
- Many of the cooperative teams in my class are not working well-their assignments are superficial and incomplete and some team members keep complaining to me about others not participating.
- Teams working together on quantitative problem assignments may always rely on one or two members to get the problem solutions started. The others may then have difficulties on individual tests, when they must begin the solutions themselves.
- I teach a class containing students in minority populations that tend to be at risk academically. Does active, cooperative learning work in this kind of setting?
- Even though I've done everything the experts recommend, some of my students still complain that they don't like the active learning method I'm using and they would have learned more if they had taken a "normal" class.

### **2.8.2. Classroom condition**

The nature of the classroom is one of the important factors that affect the implementation of active learning approach. In this line of argument, Silberman (1996) pointed out that the

physical environment in a classroom can make or break active learning. The interior of the classrooms can challenge active learning when the furniture is less than the ideal.

Similarly, Henveld and Criage (1996) stressed that there should be adequate, well maintained, and furnished classrooms to implement active learning approach effectively. A clear and well-kept classrooms with appropriate resources and well-aired room help establish a positive contribution to implement active learning approach (Squazzin and Graan, 1998).

It is generally true that the classroom learning environment include changing the physical layout of the room allowing for seating changes. If the furniture is movable, it is possible to arrange different layouts or sitting arrangements that can facilitate the application of active learning methods.

### **2.8.3. The design of the teaching module**

Most text books and modules do not incorporate active learning. They only serve one-way instruction. In one way communication the learner reads what has been written but in no way responds to the material. This greatly reduces the creativity of the learners and the implementation of active learning. (Leu, 2000:86)

Moreover, Girma (2005:56) states that textbooks and teacher's guide are two of the contextual factors which are likely to influence teacher's implementation of innovative program. Furthermore, Dubin and Olshtain (1986:79) as cited in Girma (2005:56) explained that teaching materials may hinder the implementation of a syllabus if there is incompatibility between the two. They say that non-compatibility occurs when a new syllabus, which is to serve as a basis for new materials, incorporates the latest development in the field of language teaching, which existing materials still reflect earlier versions of the syllabus.

### **2.8.4. Teachers' professional experience and training background**

Research also suggests that teachers' professional experience, i.e., their language education, training background, and experience as teachers can influence their implementation or non

implementation of a change. Put differently, teachers may accept or reject a change depending on the match or mismatch between the change and their professional experience. Doyle and Ponder (1978) note that teachers ask if the change fit the way they normally conduct classroom activities to make the judgment. When they find that the new system does not suit their way of teaching, they are less likely to support the change.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

This chapter presents methods used in carrying out the study. In particular, this study was employed in order to describe the existing practice of active learning in spoken English classes of Samara University, 2<sup>nd</sup> year English major students in focus. It presents the research design, procedures of data collection, the instruments used to gather the necessary data, the sampling procedure and finally method of data analysis and presentation.

#### **3.1. Research Method**

The main objective of this study, as mentioned in chapter one, was to investigate the extent to which active learning method is implemented in spoken English classes. In order to achieve this and the specific objectives, a descriptive method was employed. This was so because the researcher wanted to see the existing practice of active learning in spoken English classes of Samara University.

Descriptive study is helpful when a researcher wants to look into a phenomenon or a process in its natural contexts in order to get its overall picture instead of taking one or some of its aspects and manipulating it in a simulated or an artificial setting (Seiliger and Shohamy 1989; McDonough 1997). Thus, descriptive study was chosen to investigate the implementation of active learning in Spoken English classes from a holistic perspective in its natural settings. Moreover, in order to achieve the intended objective, both quantitative and qualitative methods were chosen. The reason for this basis itself on the idea of Huberman and Miles, (1994 in Bennet,1996) which says to investigate the issue in education, which is a human endeavor using qualitative method that seems justifiable.

## **3.2. Sources of Data and Sampling Techniques**

### **3.2.1. Source of data**

The target population of this study was Samara University, 2nd year English major students and instructors of 2010/11 academic year. As a result, the required source of information for this study was found from these target population.

### **3.2.2. Sampling Population**

Based on the information found from the department head of English language, there were a total of 227 students starting from 1<sup>st</sup> year to 3<sup>rd</sup> year, and 4 instructors who taught and teach spoken English. Of this total population of students, 2<sup>nd</sup> year students whose total number is 72 were taken as a target population for the purpose of this study. The reason for taking only this target population for the purpose of the study was because they were the only batches who were taking the course spoken English II in the year 2010/11. Of course, from the total target population given above (72), 50% of them (36) were randomly selected from the total population. And the other target populations of the study were spoken English instructors whose total number is 4 and all of them were comprehensively taken for an interview. In a nutshell, a total of 40 participants both students and instructors of spoken English were involved in the study.

Finally, the kind of sampling techniques used for selection of the participants so as to conduct this research were comprehensive sampling and simple random sampling for spoken English instructors and students respectively.

## **3.3. Development of Research Instruments and Data Collection Procedures**

Three data instruments were used to gather relevant information for the purpose of the study. These were questionnaire as the major tool, classroom observation and interview as supportive instruments to triangulate the data found through questionnaire. The instruments were tried out first on 3<sup>rd</sup> year English students of Samara University by 15 students as a pilot study. This was thought that to see the validity and reliability of the methods and if there was a need for modification to modify them. As a result, at the beginning a total of 38 questions

were prepared in the questionnaire for the students. However, 8 questions were removed because of redundancy. Moreover, the same questions (the students' questionnaire) were prepared to the instructors nevertheless the number of instructors was below the requirement (<10). It was therefore, the researcher shifted the method to carry out interviews with instructors.

At last, the researcher decided to use questionnaire for students, interviews with spoken English instructors and classroom observation.

### **3.3.1. Questionnaire:**

As written in the free encyclopedia Wikipedia, the <http://en.wikipedia.org/wiki/Questionnaire> that a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the respondent and often have standardized answers that make it simple to compile data.

### **3.3.2. Design of the questionnaire:**

Most of the questions in the questionnaire were developed from the review of related literature. Therefore, the questionnaire was prepared, completed and returned to the researcher. The questionnaire had three parts. The first part was dealt with the background information of the students and contained thirteen items (Appendix, A), which was intended to assess students' participation in the sample selected active learning strategies in their class. The items were presented with five likert point frequency scales these were: 'Always', 'Usually', 'Sometimes', 'Rarely' and 'Never'.

The second part of the questionnaire was also dealt with the roles of instructors' and students' during the practice of active learning in spoken English classes. There were a total of 8 items presented. Four of the items were targeted to the students' role and the second four

items were also focused on instructors' role in the practice of active learning. All the items were presented with five likert scales the same with the above frequency scales.

The third part of the questionnaire contained nine items which were designed for the purpose of looking in to different factors that can negatively affect the practice of active learning strategies in teaching /learning spoken English. In doing so, sample factors that could affect the implementation of active learning in spoken English were designed by the researcher and rated each item by four scales. The scales were: 'Most serious', 'More serious', 'Serious' 'Un decided', and 'Not serious'. Accordingly, the respondents were asked to use the scales in order to show the seriousness of the factors that affect the practice of active learning in spoken English.

### **3.3.3. Classroom Observation**

Observation is the act of collecting data about the performance of a given subject through the five senses; sight, smelling, hearing, touching and taste (Arikunto, 200:133). Therefore, this kind of data collection instrument helped the researcher to realize what actually was going on during the actual teaching-learning process. Hence, the classroom observation was conducted in order to check whether teachers and students implemented the active learning method in spoken English classes while the actual class lesson was going on and if so to what extent they practice it.

The observation was formulated based on a checklist which focused on 'classroom instructional activities or the techniques employed by teachers', the role what instructors and students played and to see the overall teaching-learning atmosphere of the classes in relation to the practice of active learning. The observation checklist was adopted from Taye (2008) and Beyene (2008). But some modifications were made by the researcher so as to meet items from the checklist with the objectives of the study. In order to avoid the potential personal bias that might occur in the meaning to be given to what was being observed, the observations were carried out by the researcher and an EFL instructor as a co-observer and this was conducted in two classes of 2<sup>nd</sup> year English students. Each classes was observed

three times to make sure that whether the delivery of the instructional activities methods have continuity or not.

### **3.3.4. Interview**

Interview was the other type of data collection instrument used in the study. This means of data instrument helps the researcher to get reliable information from the target population that how they feel and think about the problem. Interview according to Arikunto (2002:132) is a kind of dialogue which is done by an interviewer to get reliable information from an interviewee.

Consequently, the purpose of the interview was to substantiate the results obtained from the questionnaire and classroom observation and thereby to get a greater depth of information. The interview questions were prepared based on the implementation of active learning in spoken English classes by concept in a similar fashion with that of the questionnaire given to the students. The interview questions were prepared in a semi structured type so that the questions were presented in the same order of manner to every interviewee. There were a total of nine questions asked to four instructors of spoken English.

### **3.4. Data Collection Procedure**

The researcher adopted three steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. After the questionnaire was distributed and collected, classroom observations have taken place. Finally, interview with instructors was conducted.

### **3.5. Data Analysis and Presentation**

The study took the analysis of the data that have both qualitative and quantitative in nature. To process the data from different angles, the researcher used all the necessary data, and finally the raw data were organized and grouped on the basis of common characteristics.

Tabulation methods, frequency distribution and percentage value with explanations were interpreted after considering the relevant factors.

### **3.6. Ethical Consideration**

Before the research is conducted on the selected university, the researcher informed the participants of the study about the objectives of the study, and was consciously consider ethical issues in seeking consent, avoiding deception, maintaining confidentiality, respecting the privacy, and protecting the anonymity of all respondents. A researcher must consider these points because the law of ethics on research condemns conducting a research without the consensus of the respondents for the above listed reasons.

## **CHAPTER FOUR**

### **PRESENTATION AND DISCUSSION OF THE DATA**

#### **4.1. Introduction**

This study was, as described in the aforementioned chapter, aimed at investigating the extent to which active learning is practiced in spoken English classes at Samara University, 2nd year English major students. To gather relevant data for the purpose of the study, questionnaire, classroom observation, and interviews means of data instruments were employed. Therefore, the data collected from the target population of the study through these instruments are presented and discussed in this chapter. Furthermore, as noted earlier, the following specific objectives were also designed so as to meet the main purpose of the study. These are:

1. To find out active learning strategies frequently employed in spoken English classes.
2. To identify instructors' and students' role during the practice of active learning.
3. To identify factors those seriously affect the practice of active learning in spoken English classes.

The data, therefore, are discussed in the light of the objectives mentioned above. In this section, the collected data are presented, analyzed and discussed.

In doing so, the data gathered through the questionnaire are presented in tables. Apart from this, the data collected through interview and classroom observation are merged together and interpreted with the result of the questionnaire.

This chapter generally consists of presentation of the statistical results obtained, illustrated tables, discussions of the results obtained from questionnaires, observations and interviews of the target populations.

## **4.2. Data obtained through questionnaire, interview and classroom observation**

A closed-ended questionnaire of 30 items with one open-ended question was prepared in English and administered to students. Accordingly, the students gave their responses about the practices of active learning methods in spoken English classes. Therefore, the data which were found from the respondents are analyzed and discussed in line with the research questions as follows. In analyzing the participation of students in the sample active learning strategies, the questionnaire is entitled with “students’ participation in active learning strategies” (See Appendix, A) served as the primary source of information for the purpose of the study. Followed by the ‘the roles of instructors and students during the practice of active learning’ and eventually the factors that can affect the practice of active learning in the classes’. When the data found from the questionnaire are analyzed, the data obtained from interview and classroom observation on the other hand are discussed and interpreted together with the result of the questionnaire.

The researcher used classroom observation and interview methods of data gathering instruments to triangulate with the results or data found from the questionnaire and to validate the reliability of the results eventually. Furthermore, the study was attempting to see factors that hinder for the practice of different active learning methods in spoken English classes using a questionnaire. Therefore, some nine factors were suggested and provided by the researcher with one open ended question which invites students to add more factors that can hamper the practice of active learning in their classes.

The factors were presented to be responded by the participants using the scales (see appendix A) according to the seriousness of the problems in affecting for the implementation of active learning in the actual class. Accordingly, the respondents put their responses on the required questionnaire sheet and returned it to the researcher. It is thus, the information obtained through this method of data instrument is discussed and analyzed below in the following second table. Besides, the data found from the classroom observation and instructors’ interview are discussed and analyzed together with the result of the questionnaire.

Generally speaking, the data obtained from the questionnaire are analyzed and interpreted together with the data found from interview and classroom observation below in the following four consecutive tables.

### 4.3. Presentation and Analysis of data obtained through questionnaire, classroom observation and interview

**Table 1. Frequency and Percentage Values of Students' Participation in some Common Active Learning Strategies (Appendix, A)**

Items	5=Always		4=Usually		3=Sometimes		2=Rarely		1=Never	
	F	%	F	%	F	%	F	%	F	%
1	13	36.1	19	52.8	4	11.1				
2			7	19.4	18	50.0	11	30.6		
3					12	33.3	16	44.4	8	22.2
4					6	16.7	16	44.4	14	38.9
5							3	8.3	33	91.7
6			1	2.8	10	27.8	17	47.2	8	22.2
7			1	2.8	18	50.0	8	22.2	9	25.0
8					13	36.1	13	36.1	10	27.8
9	2	5.6	8	22.2	18	50.0	6	16.7	2	5.6
10					4	11.1	15	41.7	17	47.2
11	5	13.9	18	50.0	11	30.6	2	5.6		
12	1	2.8	8	22.2	22	61.1	4	11.1	1	2.8
13			18	50.0	10	27.8	7	19.4	1	2.8

► 'F' stands for frequency and '%' stands for valid percentage value

As can be shown from table 1 different active learning strategies were listed and the students were asked how frequently each strategy was used. Accordingly, the frequency distribution and percentage value of the use of these strategies by respondents is presented as follows.

One of the active learning strategy as shown in the above table is teacher centered method, or "lecture method". 13(36.1%) of the respondents indicated that lecture method is always used

and 19 (52.8%) and 4 (11.1%) said that it is used usually and sometimes respectively. This shows that lecture method is used quite frequently. Furthermore, the result found from the classroom observation shows that instructors tend to use lecture method frequently. This is not the only result that indicates instructors and students used this method but also the result which is obtained from the interviews with spoken English instructors moreover reveals that the method mentioned above is usually employed in the class. Hence, from this result we can deduce that lecture method was employed quite frequently in the classes.

On the other hand, among the common active learning methods presented in the same table, 'group work' is responded by 80.6% of the total respondents. And the result of this item also indicates that the method is employed rarely and sometimes respectively. Only 7(19.4%) of the students responded that the method is practiced usually. So, this result implies that students were not actively participating and share their knowledge with their group members except in rare cases.

The data obtained from instructors' interview on the other hand shows that they use group work when the number of students in a class is appropriate to carry out this method unless they prefer to skip it and use lecture method. Besides, the result obtained from classroom observation accords with the information found by questionnaire and interview. That means there was a little chance given to students to be in groups and share their learning experiences as the result of the researcher and the other co-observer of an ELT instructor observation reported.

Generally speaking, as the data found from questionnaire, interview and classroom observation imply that the practice of group work method in spoken English class was very low.

According to the above table, item number 3, 'debating' is also answered by 16(44.4%) and 12(33.3%) respondents which shows this method is employed in spoken English classes rarely and sometimes respectively. Insignificant number of students 8(22.2%) also gave their responses that this method is never employed in their class while they learn spoken English. Such apparent lack of using certain strategies may have a tremendous impact on their learning.

As mentioned in the review of related literature for learners to be successful in their learning, they need to involve in such kind of active learning strategies (Chet,1993:34). However, the subjects of this study were not successful in doing so. We can get this evidence from the respondents' result as it can be revealed from the above table. In the follow up instructors' interview, one interviewee reported that he uses frequently. However, the majority of the interviewee did use it sometimes in their class for different reasons. To mention some of the reasons as it was said by the interviewees, students are not interested in involving in such kind of activity. So, if there is no interest, things will not be done well in the intended time, it will be time consuming rather. We ignore this activity not to employ for this and additional reasons.

The result obtained from the classroom observation also indicated that the method given above in the table was not observed in the class while the actual teaching learning process was carrying out. Therefore, all in all the information obtained from the respondents may direct us those students of Samara University, were not getting the chance to use active learning strategies with the intention to improve their spoken English language.

The other item shown in the above table is item number 4 which asserts 'field trip'. As can be seen from that table, most of the respondents 30(83.3%) replied that they used field trip method of active learning never and rarely respectively. From the above data, it is therefore, possible to say that field trip method as one active learning strategy was not practiced in spoken English classes of the respondents.

Item number 5, 'problem solving' is one of the most popular active learning strategies which is replied by almost all the respondents 33(91.7%) that the method was never used in spoken English. Only insignificant number of students 3(8.3%) responded as the method has been practiced rarely. In addition to the response obtained from the students' questionnaire the result of the instructors' follow interview and the classroom observation revealed that as the method was not practiced in the actual class period. For instance, the spoken English

instructors during the interview said that this method can't be easily implemented in areas like Samara University where more sunny is found.

As shown in the same table above, item number 6, 'project method' is another method of active learning that can be implemented in a classroom to facilitate teaching -learning process and testified by 8(22.2%), 17(47.2 %), 10(27.8%) and 1(2.8 %) of respondents rating the practice of this method from never, rarely, sometimes and usually respectively as the result indicates above.

Item number 7, 'peer teaching' in the above table shows that the result of the respondents notifies that the method is employed in the classroom sometimes. And this result is responded by 18(50%) of the respondents implies that the frequency practice of this method almost approaches to the other scales that is never and rarely. The result of the scales can be also written as 9(25%) and 8(22.2%) respectively for never and sometimes only an individual respondent said the method mentioned above is implemented usually in spoken English.

The data found from the interviews and classroom observation on the other hand indicates the same as what the result reported in the questionnaire. For instance, the result which was found from the instructors' interview shows that they sometimes employ peer teaching in their class. What they mentioned as a reason for implementing it sometimes and not beyond that was the classroom atmosphere doesn't allow them to do so. It is too hot as a result students couldn't sit together and discuss even for a minute. So, the instructors said that in the interview they used other methods frequently as an option like lecture/explanation method (See appendix C).

The other active learning strategy indicated in the above table is item number 8, which states the 'role playing method' responded by 13(36.1%) and 13 (36.1%) respondents using the scales 'rarely' and 'sometimes' respectively to describe how often the method has been practiced in the class.

In response to item number 9 as shown in the table above, asserts about 'demonstration method' was employed in the class sometimes testified by 18(50%) respondents. Some other 8(22.2%) and 2(22.6%) participants in this item also responded that as the method was practiced in spoken English classes usually and always respectively. yet some other respondents 2(5.6%) and 6(16.7%) on the other hand replied that demonstration method was no employed in their class using the scales never and rarely.

As shown in the review of related literature, demonstration method is an activity when the instructors demonstrate how to do something in front of their class. The purpose of doing a demonstration is to show the students how to do something in both words and actions.

When an instructor demonstrates, he /she should point out the process, step by step. Having written instructions on the board or on a piece of chart paper is also helpful (Capel, 1995). However, with regard to the practice of this method in the target populations of the study was done sometimes.

The finding for item number 10 as indicated in table 1 which deals with 'discussion method' shows that the majority of the respondents replied that the method was employed rarely. As can be seen the result from the above table it portrays about 17(47.2%) and 15(41.7%) respondents testified that discussion method was not almost employed in their class. Only insignificant respondents 4(11.1%) responded that as the method was employed sometimes in the class.

Data gathered through classroom observation and interviews also support this result. Instructors were observed dominating the classroom through frequently giving definition and explanation about the lesson. The questions that the instructors raised didn't trigger students to think critically, rather to recall facts already presented. The data found from the interview with the instructors in a similar way reveals that discussion method was employed sometimes in the class for the reason that the class is very hot and students can't stay longer in the group discussion. As a result, instructors are forced to interrupt the method and shift to other methods like teacher led discussion that can allow students to attend their lesson.

Moreover, during the interview, one instructor said the following;

“When students are told to be in groups and to share ideas on what they know, some of them are interested in doing so and some others are not. Yet others are also interested in being together to chat on different matters in Amharic which is out of the lesson”.

Therefore, from the above result one can conclude that group discussion method was employed sometimes in the class.

As shown in the above table the other active learning strategy which was taken as a sample for students' participation is item number 11 which states about 'brain storming'. It is thus, 5(13.9%) respondents said that the method is used always. 18(50%) and 11(30.6) respondents also responded that the method was used usually and sometimes respectively. on the other hand, 2(5.6%) respondents said that brain storming was employed rarely in the class. This result shows that brainstorming was used quite frequently in the class. In a similar manner the result found from the classroom observation shows that students were participating in the class through brainstorming method.

Similarly, the responses for item number 12 which is 'cooperative learning' as can be seen from the above table shows that the method was implemented in the class sometimes. This was also replied by 22(61.1%), 8(22.2%) and 1(2.8%) respondents for the scales sometimes, usually and always respectively. And the rest respondents 1(2.8%) and 4(11.1%) agreed that as the method was employed never and rarely respectively. Besides, the result found from the classroom observation also indicates that cooperative method was not practiced in the class. Nevertheless, cooperative learning as can be discussed in the review of related literature, by (Cohen, 1984) has shown that “CL fosters language development and integration of language and content through increased active communication and use of language for academic and social functions. In the traditional language classroom, teachers do most of talking but only 25 percent of students actually listen to the teacher.” Furthermore, as suggested by (Ibid,

1984), student language production is sequential, which results in minimal student language production. Cohen further suggests that up to 80 percent of CL class time could be scheduled for activities that include opportunity for student talk. This increased communication time can be vital and beneficial to language learners, especially limited English proficient (LEP) learners who usually receive less teacher and peer communication in the tradition classroom. Generally speaking, cooperative learning was practiced to a lesser extent in spoken English class was perhaps instructors ignored this method and make themselves active in the class.

Un fortunately, the last active learning strategy suggested for the frequency participation of students in spoken English as can be obtained from the above table was item number 13 deals with 'question and answer' responded by 18(50%), 10(27.8%), 7(19.4%) and 1(2.8%) respondents using the scales usually, sometimes, rarely and never respectively. This result implies that almost half of the respondents testified that the method was practiced usually in the classes as compared to other methods of active learning.

As can be seen from the above table in general, we can deduce that instructors tend to practice more of teacher-centered method. The responses for items 1, 11 and 13, for instance, depict that 52.8%, 50.0% and 50.0% of the respondents testified that "explanation/ lecture method, question and answer, and brainstorming methods were employed usually in the class and then students were participating more often in these active learning strategies. This implies that majority of the students were not participated actively in the rest methods of active learning and thereby the practice of active learning strategies in that particular area of study was very low. In a similar way in the review literature it is stated that those who use lecture as the primary delivery method in the classroom, there are a few relatively easy methods to increase student involvement and interest in the classroom, regardless of course level or academic field. At the simplest level, this approach requires asking questions during the lecture that challenge students to apply the concepts and principles introduced. Although most instructors would maintain that their students already ask questions during class, some college instructors still devote only a small portion of class time to posing questions to students. Most of these questions are directed at the lowest cognitive level, requiring only

recapitulation, clarification, or factual responses. Often only a small proportion of students regularly respond. Finally, it is sometimes helpful to focus attention on a small area of the class and wait for a response from a student volunteer. This increases “pressure” for someone in that area to respond.

**Table 2, Frequency and Percentage values of the role of instructor during the practice of active learning in spoken English classes**

Item	5=Always		4=Usually		3=Sometimes		2=Rarely		1=Never	
	F	%	F	%	F	%	F	%	F	%
1			6	16.7	15	41.7	11	30.6	4	11.1
2			3	8.3	18	50.0	15	41.7		
3			5	13.9	21	58.3	10	27.8		
4	2	5.6	9	25.0	18	50.0	6	16.7	1	2.8

As shown in the above table 2, how often instructor’s roles in the practice of active learning are applied so as to facilitate and run effective teaching learning process in the class among learners to learners and learners with instructor. This perhaps describes the extent to which active learning method is really implemented in spoken English classes.

Accordingly, the data found from this aspect of active learning implementation in a class as the table depicts above item number 1 discusses about ‘instructor’s role in organizing the teaching methods so as to meet the needs of the learner during the practice of active learning method in spoken English’. Bearing this point in mind, it is therefore, item number 1 in the table portrays that 4(11.1%), 11(30.6%), 15(41.7%) and 6(16.7%) respondents replied that never, rarely, sometimes and usually respectively. This kind of role is therefore testified by majority of the respondents as it has been applied sometimes in the class.

In response to item number 2 as shown in the above table which states about 'the instructor acts as independent participant within the teaching-learning group' 15(41.7%), 18(50.0%) and 3(8.3%) respondents assured that the instructor's role was practically applied in the class using the scales rarely, sometimes and usually respectively. From this result as can be seen from the table, majority of the respondents replied that the instructor's role in the class was employed sometimes. This shows in other words most of the time the instructor's role in the class was applied as disseminator of knowledge that is almost 'the sage on the stage'. Moreover, as the data shows in the classroom observation entitled with 'instructor's activity in the classes the instructor was more active in explaining, describing and monitoring activities than students.

In contrast to this result, as can be seen from the review of related literature however, when defining the role of language teachers play in implementing active learning methods in spoken English, Larsen- Freeman (1986) says that teachers would find themselves talking less, listening more and becoming active facilitator of their students. In addition, Breen and Candlin (1980:99) cited in Richards and Rodgers (1986:77) describes the roles of language teachers' play during the practice of active learning as follows.

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. Therefore, the practical application of the instructors' role in the above table is failed in that particular area of study (at samara university, spoken English classes) either because of their lack of knowledge or other reasons.

The third item indicated in the above table also asserts about 'the instructor monitor continuously to ensure students engagement in active learning' is responded by 10(27.8%), 21(58.3%), 5(13.9%) respondents that this kind of instructor's role was applied in the class rarely, sometimes and usually respectively. Therefore, as the result shows more than half of the respondents testified as the role has been practiced in the class sometimes. This implies that the instructor had not much more subtle role of indirectly fostering, enabling, and catalyzing learning in the learners. On the other hand, according to Alemu (2004:30),

learners are encouraged to do activities by themselves in groups/pairs, and the role of the teacher is reduced to guiding and rendering help when learners need.

In reply to item number 4 in the table above also depicts about ‘the instructor focuses on activities that promote production of language’. With regard to this item, half of the respondents 18(50%) replied that this role of the instructor has been applied sometimes in the class. Yet other respondents said that the role of the instructor has practiced rarely. On the other hand, a small portion of respondents 9(25%) and 2(5.6%) argued that the specified role was employed in the class usually and always respectively.

To sum up, as can be seen the result of the roles of the instructor from the above table and the analysis itself, the application of the instructors’ roles during the practice of active learning in the class have been applied in the class sometimes. So, we can conclude from this result that the application of instructors’ role in the practice of active learning tends to be low and thereby lead to have less practice of active learning in spoken English classes of Samara University.

**Table 3, Frequency and Percentage values of student’s role during the practice of active learning in spoken English classes**

Item	5=Always		4=Usually		3=Sometimes		2=Rarely		1=Never	
	F	%	F	%	F	%	F	%	F	%
1	1	2.8	5	13.9	18	50.0	12	33.3		
2			8	22.2	20	55.6	8	22.2		
3	2	5.6	14	38.9	17	47.2	3	8.3		
4			3	8.3	12	33.3	14	38.9	7	19.4

In a similar fashion discussed above in table 2, the application of instructors' role while they carry out active learning method in a class, table 4.3.3 also presents below the practical application of students' role during the practice of active learning in the class.

Accordingly, item 1 in table 3 above states about 'learners interact primarily with each other rather than the instructor in the practice of active learning' in a class is responded by 12(33.3%) respondents rarely, 18(50%) respondents sometimes, 5(13.9%) respondents usually and 1(2.8%) respondent always respectively. In connection to this role the ICDR (1999), elaborates that learners should interact each other than with the teacher for the reason that it gives room for the students to exchange, explore, and air their views.

Similarly, (Frazee, 1995) states that when students primarily interact each other in the class, they get an opportunity for higher order thinking and increased social interaction among all students.

Despite the fact that, learners were interacting each other rather than with the instructor in the class during the practice of active learning 'sometimes' as it was assured by majority of the respondents.

In response to item number 2 in the same table presents about 'learners are responsible for their own learning, can correct their mistakes by themselves not waiting for the instructor' is testified by 8(22.2%), 20(55.6%) and 8(22.2%) respondents as it has been practiced rarely, sometimes and usually respectively in the class. In the review of related literature as stated by Derebsa (2006:135):

“the common element in the practice of active learning in a class is that teachers are removed from their role of standing at the front of a classroom and presenting the material. Rather, the students are placed in to the position of teaching themselves and the teacher is converted into a coach and a helper.”

Therefore, we can conclude from the above result as can be realized from the respondents' response against the literature is that students were attempting to be responsible learners in their learning 'sometimes'. It means their role was limited to a certain learning situations and more of learning process was carried out by the instructor.

The other suggested role of the student in the class as can be seen in table 3 was item 3 which describes 'learners participate actively in group activities' is responded by majority of the respondents 17 (47.2%) as it has been applied sometimes in the class by the learner. The rest respondents to this item also indicated as follows: 14(38.9%) respondents said that this kind of role was applied in the class usually and some other 2(5.6%) respondents also responded that as the role was practiced always. On the other hand, 3(8.3%) respondents testified that as the role has been applied rarely in the class.

The last but not least role of the learners supposed to be employed in the class as shown in the same table was 'the learner as a negotiator of learning process, suggests what activities are useful for him/her' is replied by the respondents as follows. 7(19.4%) respondents testified that such kind of learner's role never applied and 14 (38.9%) respondents also revealed as the role was rarely employed. Yet another 12 (33.3%) respondents replied that as it was applied sometimes and 3 (8.3%) respondents said that usually consecutively. However, as the majority of the respondents agreed the learner's role was not almost applied in the class. This is because most of the time it is the instructor who serve as knowledge provider so that students wait for the instructor to select relevant learning activities, and to be given feedbacks on the activities. As a result, learners lose the confidence to decide and correct mistakes by themselves. This can of habit of learning is probably derived from the teacher-centered approach.

**Table 4, Frequency and percentage values of the factors that seriously affect the implementation of active learning in spoken English classes (Appendix, A)**

Items	5= Most serious		4=More serious		3=Serious		2=Undecided		1=Not serious	
	F	%	F	%	F	%	F	%	F	%
1	13	36.1	20	55.6			3	8.3		
2	3	8.3	5	13.9	8	22.2	3	8.3	17	47.2
3	19	52.8	16	44.4	1	2.8				
4			14	38.9	19	52.8	3	8.3		
5	10	27.8	24	66.7			2	5.6		
6	21	58.3	10	27.8	2	5.6	2	5.6	1	2.8
7	13	36.1	21	58.3					2	5.6
8	18	50	14	38.9			3	8.3	1	2.8
9	23	63.9	12	33.3			1	2.8		

Table 4, shows factors those seriously affect the implementation of active learning in spoken English.

In this part there were some nine sample selected factors by the researcher assumed to be affecting the practice of active learning in a class and with one open-ended question letting students to add more factors if there are any.

Accordingly, as it can be indicated in the above table, table 4, item number 1, which states that 'instructors tendency to use the traditional method of teaching in the class', depicts that 20(55.6 %) and 13(36.1%) of the respondents forwarded as the problem is 'more serious' and 'most serious' with the notion respectively. This result implies that a total of 91.7% or the majority of the respondents replied that instructors' tendency in using the traditional

method of teaching can be taken as one factor that contributes for less practice of active learning methods in spoken English classes. Only in significant number of respondents that is 3(8.3%) of the participants were unable to decide whether the problem is not serious, serious or most serious during the practice of active learning. Furthermore, the same result with the questionnaire states is found from the instructors' interview and classroom observation. For example, as the result in the classroom observation shows instructors begin the topic to introduce with brainstorming questions and directly proceed to lecture students throughout the whole period.

Little chance was given to students to express themselves in times of group discussion and finally the day's lesson was windup through question and answer. In addition to this, the result found from the interview also reveals that some of the instructors prefer to use lecture method and provided the following points as a reason to say so that it saves time, covers the prescribed syllabus, have control and manage the class easily can be mentioned some.

On the other hand, in response to item number 2 as shown in the above table which deals with 'class size' as a factor hampers the practice of active learning method, replied by 17(47.2%) of respondents as it is not a serious problem for the implementation of active learning in that particular setting. Whereas, 5(13.9%) and 3(8.3%) of the respondents agreed that the problem is more serious and most serious respectively and 3(8.3%) of them were not in a position to decide about the problem. In the same fashion, the result of the instructors' interview also displays that class size in that particular area of study has in significant influence during the implementation of active learning strategies in spoken English. The instructors said for instance there is enough space and sit for students and to move round the class.

The total number of the students in each class is thirty six. Therefore, it is quite possible to implement any active learning strategy in the class regardless of other factors. The data that can be found from the classroom observation itself reflects the same result what has been responded by the first two methods of data gathering instruments. Hence, we can deduce from the above results that class size was not taken as a factor that contributed to have low practice of active learning methods in spoken English classes of Samara University.

In reply to item number 3 this concerns with 'lack of resources', 19(52.8%) respondents expressed that the factor considered as the most challenging factor in the practice of active learning is really the most serious one. This means more than half of the respondents agreed up on the point that the most seriousness of the problem followed by 16(44.4%) of respondents more serious and 1(2.8%) respondent undecided respectively. In accordance with this data, the interview with the instructors also supports that as there is lack of resources in the university for instance there is no English lab in the department that students can get access and learn spoken English with the exception of teacher's talk in the class. Not only the students lacked these facilities, but also there is high temperature in that area and students can sit together no longer so that it is hardly possible to run active learning methods in the class. Even the teaching aids themselves can't be located easily and presented to the class therefore, they simply explain facts orally and students more often listen passively to their instructors. This can be elaborated more by the data found from the classroom observation.

Instructional activities of students and instructors were clearly observed during the actual class so that there were not teaching aids used by the target population of the study. For instance, the instructors were not illustrating ideas, concepts or points with the help of different instructional materials except the blackboard, chalk and talk (see appendix, B).

The learners' response for item 4, which states 'lack of instructors' interest in using active learning methods in class' shows that only 3(8.3%) of the learners replied that 'un decided' whereas the remaining 19(52.8%) and 14(38.9 %) of the respondents said that the lack of instructors' interest in using active learning methods in the class was taken as 'serious' and 'more serious' problem respectively in spoken English class.

As the data shows in the interview on the other hand instructors' interest in using active learning was not taken as a problem for the practice of AL in spoken English instead other factors like, lack of resources, adequate time that can go in line with the prescribed syllabus to be covered, students willingness in involving in the active learning strategies, the weather condition of the university and so forth contributed more to have less practice of active learning in spoken English classes. So, what the instructors concluded in the interview was

they were highly interested to deliver active learning methods in the class however the factors mentioned above allow them to inhibit from the implementation. The data found from the classroom observation in contrast to the instructors' interview reveals that the problem is serious for the reason that instructors were not for example encouraging students to be active participants in the days lesson rather they themselves were more active in explaining, monitoring and describing things in the class than the students. Besides, instructors were not using classroom exercises to elicit students' ideas, knowledge, and language skills. These all things were observed while the actual teaching learning process was carried out in the classes under the sub topic of 'instructors' activities' as can be seen in the observation checklist attached at the back (see appendix-B).

The other factor proposed as a constraint to implement active learning in a classroom as indicated in the above table is item 5, which deals with 'lack of students' interest in participating active learning'. It is therefore replied by 24(66.7%) and 10(27.8%) of respondents as a 'more serious' and 'most serious' problem for the practice of active learning and only 2(5.6%) respondents were un able to decide on this factor. Hence, as the result itself shows in this regard, majority of the respondents testified that the factor can be taken as a serious one. Therefore, this result implies that it is very difficult to apply active learning in a situation where students have lack of interest and motivation to participate in different active learning strategies.

This idea is also magnified by the data obtained from the instructors' interview that students are not interested in using active learning. This behavior is more often reflected when students are asked to be in groups and discussed about a given scenarios. At times they simply forget their discussion and begin to chat on their own issue which is unrelated with the scenario and sometimes some of the students hate to be involved in active learning strategies they like everything to be explained by the teacher rather. Furthermore, as the data gathered from the classroom observation indicates, students were showing little interest when they were ordered to involve in different classroom activities that can promote students' learning ability. So, we can conclude from the above result that lack of students' interest in

using active learning in learning language skills has a negative effect in the implementation of active learning strategies in the actual class

In response to item number 6, as indicated in the above table states about 'diversity of students' interest' responded by 1(2.8%), 2(5.6%), 2(5.6%), 10(27.8%) and 21(58.3%) respondents 'not serious', 'undecided', 'serious', 'more serious' and 'most serious' respectively to express the seriousness of the already pointed out problem in the practice of active learning method in spoken English classes. This problem is supported further by the humanistic approaches which emphasize "the inner world" of the students, particularly related to the individual's thoughts, feeling and emotion". It was suggested that "significant learning will only take place where the subject matter is perceived to be of personal relevance to the learner and where it involves active participation by the learners' interest". It was also added that the learners are considered "clients with specific needs to be met".

In relation to the learners' needs, Maslow's ideas about "human need fulfillment", particularly of the "deficiency needs", related to safety and security, interpersonal closeness and self-esteem, point to the importance of "establishing a secure environment where learners feel that they belong and where they can build up self respect by receiving respect from others". Related to this idea Rogers, quoted by Brown (2000:90), stated that teachers are to become facilitators of learning through the establishment of interpersonal relationship with the learners". To be facilitators, teachers need to show "genuine trust, acceptance and prizing of the students as "worthy and valuable individuals" They are to communicate "openly and empathetically" with their students. In these ways they can be expected to be "effective teachers", who will "succeed in the goals of education". It is, thus, very important for the classroom teacher to convey warmth and empathy toward the students, creating a cooperative and supportive learning environment and providing educative learning experience that the students have the opportunity to develop as whole human beings. Therefore, what we can realize from the above arguments and the result itself is that students' diversity interest in the class affects both directly and indirectly to the practice of active learning methods.

In response to item number 7, which raises the issue of 'some students dominance in group discussion activity', for instance, can be mentioned as more serious and most serious problem portrayed by 21(58.3%) and 13(36.1%) of respondents respectively. However, a few 2(5.6%) of them still did say about the notion as it is not a serious problem during the practice of active learning in the class. The data obtained from the interview and classroom observation also signified the same finding that some active students most frequently dominated the activities whereas the rest students refrain from participation and active involvement in the group activities. Therefore, some students' dominance in group activity can be taken as a serious problem during the implementation of active learning in a class.

It is no wonder that the shortage of time which stated in item number 8 in applying active learning is indicated as one of the major factors. As a result, this factor was selected as the most serious one by half of the respondents or 18(50.0%), more serious, 14(38.9%), undecided, 3(8.3%) and not serious, 1(2.8%) respectively.

Many researchers attested that time constraint is the major factor in implementing active learning. For example, Capel, (1995), asserts that some teachers dislike the practice of active learning simply because it invites both to the teacher and students an extra demand in the planning, preparation and assessing students' continuous progress. The same response is found in the instructors' interview reveals that if active learning is frequently implemented in the class, the prescribed syllabus would not be accomplished in the intended time besides students have little awareness towards the importance of active learning in a class so that they are not interested in active learning strategies.

The last factor proposed as a problem as shown in the above table is item number 9 which states 'poor classroom condition' replied by almost all respondents 23(63.9%) as the most serious problem in implementing active learning method in a class and followed by 12(33.3%) respondents to the factor as a more serious one. There was one respondent who has not taken part in any of the alternatives about the seriousness of the factor during the practice of active learning in spoken English class. Furthermore, the data obtained from the interview with spoken English instructors indicates that the classroom condition affects on one way or the other way for the practice of active learning in the classes. It is so because

there is no adequate ventilation to prevent high temperature in the classroom for the reason that students feel temperature and thereby couldn't sit patiently to run active learning in the class.

To sum up, all the suggested factors mentioned above as a problem have influenced the practice of active learning methods in spoken English classes as it can be realized from the result of the respondents. It is so because as can be shown from the above table majority of the respondents testified that each item is rated by serious and most serious respectively.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusions and recommendations respectively. Hence, the major findings of the study were analyzed and discussed in chapter four give a way to draw a conclusion. Finally, possible recommendations for the major problems found from the study are forwarded on the basis of the findings of the study.

#### 5.1. Summary

The major purpose of the study was carried out to investigate the extent to which active learning method is implemented in spoken English classes of Samara University. Therefore, to achieve the main purpose of the study, the following specific objectives were designed. These were to:

- Find out active learning strategies frequently employed in spoken English Classes
- Identify factors that seriously affect the practice of active learning in spoken English class.
- Identify roles of instructors' and students' during the practice of active learning in spoken English class.

In order to attain these research objectives and thereby to meet the main purpose of the study, relevant data were gathered through questionnaire, interview and classroom observation checklist. The data found from these subjects were analyzed with the aid of descriptive statistics (frequency and percentages). According to the discussion and analysis of the data presented in chapter four then, the following findings were drawn.

☞ Regarding the extent of the implementation of active learning method in spoken English classes as can be obtained the result from the analysis is found to be low. The teaching learning process was dominated by the traditional method. Most of the classroom interaction was dominated by such activities like attending to instructor's talk and copying notes from

the blackboard which enhance the habit of passivity. It was observed that most of the instructional time was devoted to giving series of explanation and notes. The kinds of active learning strategies which were employed by the target population from the most frequent one to the least frequent are presented here as follows based on the findings of the study.

The most frequently employed active learning strategies were lecture/explanation, brain storming, and question and answer. These strategies were testified by majority (50 %+ ) of the respondents as they were employed quite frequently in spoken English classes at Samara University. The other active learning strategies which were employed sometimes next to the first ones are group work, peer teaching, demonstration method, discussion method and cooperative learning. Unfortunately, the last group and least frequent employed active learning strategies were debating, problem solving, role play and field trip methods.

☞ The finding of the study disclosed that students and instructors were not effective in applying their roles during the practice of active learning in the class. Both of them were not effective in exerting individual effort and strategy use towards the practice of active learning. They were not responsible for their own language learning. The application of the roles of both instructors and students during the practice of active learning is somewhat low. They were applying it sometimes in the class. This shows that they did not make efforts to be successful language learners'. Since, the starting point of active learning is acceptance of responsibility for their learning and put their roles in to effect so as to enhance the implementation of active learning spoken English class.

☞ Regarding the impeding factors for the implementation of active learning or that made students unable to participate in active learning strategies, the study revealed that poor classroom condition, lack of students interest, some students' dominance during group activities, shortage of time, diversity of students learning interest, lack of resources (absence of English lab, air conditioner sources), and the tendency in using traditional method of teaching are the major ones. On the other hand, class size was not taken as a problem that affects the implementation of active learning method in the classes.

## **5.2. Conclusions**

Though there was an attempt in the implementation of active learning strategies in the class, most of the methods were not used rather the traditional “teacher’s talk and chalk” or the “the sage on the stage” method was employed quite frequently. Regarding the roles of students and instructors during the practice of active learning strategies was found to be low. They were not committed in playing their roles, instructor as an instructor and student as a student in which active learning requires.

Discussing the major factors that have impeded in implementing active learning method were: poor classroom condition( lack of ventilation, attractive classroom atmosphere), resistance to change (lack of students and instructors’ interest), lack of resources (English lab, reference materials, adequate time to cover the prescribed syllabus etc.,) and some students’ dominance during group activities are the major ones.

Generally speaking, active learning method was not sufficiently implemented in spoken English classes at Samara University. The teaching learning process was dominated by lectures. Therefore, the result of the study concludes that recently introduced teaching methods are not properly implemented at a classroom level and so there is still adherence to the conventional lecture method.

## **5.3. Recommendations**

Based on the major findings of the study and the conclusions drawn, the researcher suggested the following recommendations which might be helpful in promoting the implementation of active learning in spoken English classes.

AL in EFL classroom should aim at establishing a climate appropriate for effective teaching and learning rather than discipline, order or control over the class. As indicated in the result of the study, instructors fear to implement active learning methods in the class for the reason that students may not involve actively in the lesson rather they shout and disturb so that class hour will be wasted useless and there will not be order, discipline and control in the class.

Discipline, order and control can only be used as auxiliary means to achieve a wanted learning environment. As they are very much likely to cause anxiety and tension in the class, the instructor should not lay too much emphasis on them. An active EFL class is not the one in which all the students sit still at their desks and copy all the instructions down. It should be a learning environment with a relaxed atmosphere and many opportunities for students to act as communicators, practicing on the instructor's instruction and expressing their own ideas. Thus the major task of the instructor is to manage time and materials, create communicative needs and involve the students into classroom activities. Therefore, the instructor should be aware of his role in the class, he is the manager or facilitator of the class who creates and maintains a positive climate for students to speak, to act, to play his role and thus to learn actively and effectively in it. As a result, the following points are suggested as recommendations for the existing problem.

1. Students varied view on the practice of active learning strategies in the language classroom is lack of awareness in instructors' role in language learning. Therefore, instructors have to share learners something of what they know about their role so that learners can have a great awareness of what to expect from instructors. In addition, instructors could help learners to become more aware of language learning as a system so that they can understand many of the learning techniques available.

2. As the result of the study in general shows, the implementation of active learning strategies in spoken English classes of Samara University is very low. It is therefore, recommended that instructors have to encourage learners to reflect up on classroom learning through training students' different active learning strategies such as using debating, role play, discussion, cooperative learning, peer teaching and problem solving monitor and evaluate their learning, identify problems and solve it by discussing with friends and teachers. In addition, instructors have to transfer their roles by involving students in various tasks that come up in any teaching-learning situation. For instance, allocating small tasks in the classroom, sharing ideas about learning outside the classroom, allowing learners to talk to the class, and make the class active eventually. In a nutshell, instructors of spoken English should focus on the following points when they implement active learning in their classes;

- Use flexible room arrangements to encourage interaction and sharing of ideas and tasks
- Specifically explain rules and procedures to students
- Make the instructor as a guide and facilitator , rather than a disseminator of information
- Encourage students to tap in to each other's knowledge and experience and build networks for accomplishing goals
- Integrate language, culture and community resources in to instructional activities so as to fit students' diversity of interest in the class.
- Use a variety of grouping strategies: small groups, pairs, individual, etc.
- Be flexible and create in the use of resources, curricula, and teaching strategies
- Focus on activities that promote production of language
- Monitor continuously to ensure students engagement

**3.** There were factors found from the result that could affect the practice of active learning method in spoken English class. Some of them were lack of resources (reference materials, poor classroom condition, absence of language laboratory, shortage of time), instructors' tendency to use traditional method of teaching, and diversity of students' learning interest. The university should allocate money for equipping the language lab with spoken English materials that holds the need of the students. Besides, instructors are expected to recommend materials that are valuable for the course that can be run through the help of active learning in the actual class. In doing so all the above things, the following points should be considered in mind:

- ✓ Involve the concerned bodies to get their full support
- ✓ Involve all instructors, not only those whose instruction is focused on spoken English students but also instructors who teach other courses.
- ✓ Instructors should integrate language, culture and community resources in to instructional activities so as to fit students' diversity of learning style in the class.
- ✓ Empower the instructors' capacity through training like involving in HDP to make decisions and take a leadership role in the practice of active learning
- ✓ Build teamwork within the university community by developing mechanisms for collaboration among staff members.

**4.** For foreign language students, especially, the active learning method has special benefits. When students use the language, they retain it more than if they would simply hear it. Therefore, they should get the opportunity to use active learning strategies in actively producing meaningful conversation and they take a more direct route to fluency than they would take, for example, if they filled out worksheets with sentences created by the instructors. So, it is recommended that instructors have to cultivate students' habit of using active learning methods in learning spoken English looking from different angles.

**5.** Active learning helps us to design effective instruction for every member of the classroom, no matter what his or her diverse learning needs. By its nature, active learning is adaptable to meet the needs of every student. In order to design any lesson, the instructor should first think of the students, rather than the content, and so it is assured that the students' needs are being considered. Besides, students need to know their responsibility and complement classroom activities with a range of outside classroom activities. As they take on new responsibilities and succeed with these responsibilities, they come to gain confidence in themselves as competent problem-solvers. Therefore, instructors and students of spoken English should work in harmony during the practice of active learning so as to promote effective teaching learning process and thereby enhance students' achievement in general.

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**Appendix - A**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Language Studies**  
**Department of English**  
**Questionnaire to be filled by Students**

This questionnaire is designed to gather data on “the practices of Active learning in Samara University, 2nd year English major students in focus.”

The data to be collected through the questionnaire is highly valuable to meet the objectives of this study. Therefore, you are kindly requested to fill in and return the questionnaire. The information you supply would be used for academic purpose only and will be kept confidential.

Thank you in advance,

**General instruction:**

- Please, do not write your name on the questionnaire
- Please, follow the directions given in each part and give your genuine response accordingly.

**Part I: Personal information**

1. Sex \_\_\_\_\_
2. Year \_\_\_\_\_
3. Number of periods per a weak \_\_\_\_\_

**Instruction:** The following are assessing the extent of your participation in active learning in your spoken English classes. Please, provide appropriate responses using tick “√” mark in front of the corresponding items given below.

**Key:**            5 = Always  
                       4 = Usually  
                       3 = Some times  
                       2 = Rarely  
                       1 = Never

No	How often do you participate in these active learning strategies while you learn spoken English?	5	4	3	2	1
1	Lecture/explanation					
2	Group work/Pair work					
3	Debating					
4	Field trip					
5	Problem solving					
6	Project method					
7	Peer teaching					
8	Role playing					
9	Demonstration method					
10	Discussion method					
11	Brain storming					
12	Cooperative learning					
13	Question and answer					

**Part II:** Instruction: The following points are presented as sample roles of instructors and students during the practice of active learning in your spoken English classes. Accordingly, indicate your answer using the scales given below in the key by putting a tick ‘✓’ mark corresponding to the items you think the roles practiced in your class.

- Key:        5= Always  
               4= Usually  
               3= Sometimes  
               2= Rarely  
               1= Never

**Instructor’s and learner’s role during the practice of active learning**

Items	<b>Instructor’s role during the practice of active learning</b>	5	4	3	2	1
1	The instructor organizes the teaching methods so as to meet the needs of the learner					
2	The instructor acts as an independent participant within the teaching –learning group.					
3	The instructor monitor continuously to ensure students. Engagement in active learning methods					
4	The instructor focuses on activities that promote production of language					
Items	<b>Learner’s role during the practice of active learning</b>					
1	Learners interact primarily with each other rather than with the instructor in the practice of active learning					
2	Learners are responsible for their own learning, can correct their mistakes by themselves not waiting for the instructor					
3	Learners are actively participate in group activities					
4	The learner is a negotiator of learning process, suggests what activities are useful for him/her					

### Part III:

Instruction: To what extent have the following factors impeded your use of active learning methods in your spoken English classes? Please, rate them from “most serious” to “not serious” based on the seriousness of the problem and use tick “√” mark to indicate your response.

**Key:**            5 = Most serious  
                       4 = More serious  
                       3 = Serious  
                       2 = Undecided  
                       1 = Not serious

No	Factors that affect the implementation of active learning	5	4	3	2	1
1	Instructors' tendency to use traditional/ lecture method					
2	Large class					
3	Lack of resources(textbooks, reference materials, language laboratories, etc)					
4	Instructors' lack of interest in active learning					
5	Student's lack of interest in active learning					
6	Diversity of students' interest					
7	Some students' dominance during group activities					
8	Shortage of time to practice active learning in classroom					
9	Poor classroom condition(sitting arrangement, nature of the desks, ventilation, etc)					

❖ If there are any other factors, please specify \_\_\_\_\_

**Appendix-B**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Language Studies**  
**Department of English**  
**Observation checklist**

The main purpose of this observation checklist is to assess what is actually goes on in the classroom by the students and instructor in relation to the implementation of active learning. The activities will be marked in the category of Yes/No on the basis of whether they happen or not in the classroom.

**Classroom Observation Check list for the implementation of Active learning in spoken English classes.**

**Part I:**

**General Information**

Name of the university \_\_\_\_\_

Lesson being observed \_\_\_\_\_

Number of students in the class: Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_

**Part II: List of activities in the classroom to be observed by the researcher**

No	List of activities to be observed	Day 1		Day 2		Day 3	
		Yes	No	Yes	No	Yes	No
<b>1</b>	<b>Instructors' activity</b>						
1.1	Clarifying the learning objectives						
1.2	Giving clear direction about the procedures and activities						
1.3	Encouraging students to be active participants						
1.4	The instructor is more active in explaining, monitoring and describing than the students						
1.5	Managing the class for active learning implementation						
1.6	Using exercises to elicit students' ideas, knowledge and language skills						
<b>2</b>	<b>Activities of students during the lesson</b>						
2.1	Students are participating in problem solving activities						
2.2	Students are involved in role play						
2.3	Students are discussing issues in groups						
2.4	Students speak in English when they involve in active learning methods						
2.5	Students are taking part in peer teaching						

2.6	Students are involved in debate						
<b>3</b>	<b>Utilization of instructional materials</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
3.1	Does the instructor use relevant instructional materials other than books						
3.2	Does the instructor illustrate ideas, concepts or points with the help of different instructional materials						
<b>4</b>	<b>Class evaluation</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
4.1	Instructor follows up students' participation and activities						
4.2	Students are listening passively during the lesson.						
4.3	Instructor elicits response from learners instead of supplying answers						
4.4	Instructor evaluates students group cooperation						

**Appendix-C**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Faculty of Language Studies**  
**Department of English**


**Part I: Interview Guides to Spoken English Instructors**

1. How do you think the practicability of active learning at a classroom level?
2. Do you implement this strategy in your classroom? If yes, mention the active learning strategies you employ quite frequently and less frequently in your classroom?
3. What active learning activities are included in the material you teach? How often do you use them?
4. How do you evaluate the implementation of active learning in your classroom?
5. Do you think the way you have been taught affects the way you teach now using active learning?
6. Have you ever taken part in any workshops focusing on active learning or any training in HDP?
7. From your experience, what major problems do you encounter in implementing active learning in your classroom?
8. How do you involve students in the teaching learning process?
9. What do you generally comment on the practice of active learning in your classroom?

## DECLARATION

I, the undersigned graduate student, hereby declare that this thesis is my original work, and that all sources of the materials used for this thesis have been duly acknowledged.

Name: Seifu Berihu

 Seifu 09/06/2011

Signature

Date of submission: \_\_\_\_\_