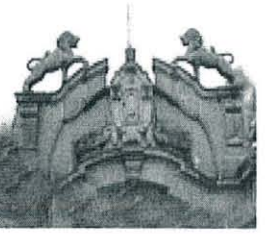


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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH
(GRADUATE PROGRAM)**

**TEACHERS' PERCEPTION OF ACTIVE LEARNING AND
THEIR CLASSROOM PRACTICES IN ENGLISH LANGUAGE
CLASSES: THE CASE OF METTU SECONDARY AND
PREPARATORY SCHOOL**

BY:

BEDILU TEKA



MAY 2011

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**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY DEPARTMENT OF
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May 2011

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Acronyms

ICDR= Institute for Curriculum Development and Research

GOE= Guntung Department of Education

TEG= Transitional Government of Ethiopia

NETP= New Education and Training Policy

ELIP=English Language Improvement Program

Abstract

The main purpose of this study was to explore teachers' perception of active learning and their classroom practices in English language classes of Mettu Secondary and Preparatory school. To achieve this, specific objectives were set giving due emphasis to perception and knowledge of active learning, teachers' practices in selecting active learning strategies and challenges those hamper effective implementation of active learning respectively. It was a descriptive case study which was used in the study. Based on the focus of the research work, the subject of the study were all English language teachers in the school under study. The method of sampling employed was availability sampling since only four English language teachers who were carrying out the teaching learning process during the researcher's stay in the school were participated in the study. This happened since three of the seven English language teachers in the school were not around during the study. Data were gathered through questionnaire, classroom observation and interview. Data collected through questionnaire were discussed using mean values since using percentage is misleading. On the other hand, data that were gathered through classroom observation and interview were analyzed qualitatively in descriptive words. The findings of the study reveled that the main implementers of active learning (teachers) have a blurred perception of active learning; as a result, their practices of active learning were low. Among serious factors affecting implementation of active learning, lack of interest and attitudinal resistance, poor instructional facilities and classroom setting, and lack of orientation and training were the major ones. Finally, on the basis of the findings, it was recommended that teachers have to be well equipped with basic knowledge and skills that could help in fostering critical thinking and problem solving capacity of the learners. Thus, concerned bodies have to plan for continuous trainings and orientations on the nature, practice and relevance of active learning in English language classes.

CHAPTER ONE

Introduction

1.1 Background of the study

This study gives a due attention to students' active engagement in English language classes. Over the past decade, researchers and instructors in Ethiopia and around the world have attempted to promote active learning in academic courses. However, in several fields of teaching it becomes difficult to introduce innovations of this kind even when it would clearly be advantageous and beneficial. The Ethiopia Ministry of Education has recently begun to promote inquiry learning that encourage students and teachers to teach and learn in a more meaningful manner than the past. This approach is believed to develop inquisitive and creative thought. Thus, it is mirrored by the demand to prepare students in the way which develops problem solving skills – process which, in many cases, never encourages learning by rote and algorithmic learning rather which develops higher cognitive skills (ICDR, 1999).

It is quite evident that active involvements of students in the classroom teaching-learning process enables them develop critical thinking skills. Nardos (2000:24) explains that active learning is likely to be enjoyed as it offers opportunity for progress, and there by fosters positive students' attitude towards the subjects. Similarly, Silberman(1996) reminds that real learning is not memorization . Most of what we memorize is lost in hours. This means that learning can not be swallowed. In order to retain what has been taught, students must put together what they hear and see into meaningful whole.

Though English language is a medium of instruction in secondary and territory levels in Ethiopia Education system, different researchers reported that students' level of performance is very low. One of the possible reasons for this problem might be the inappropriateness of the methods and techniques used in teaching English.

In this regard, Mackey(1965) says that teaching methodology can be the cause of success or failure in language learning; for it is the method that determines the “What” and “how” of language instruction.

Therefore, effective teaching and learning requires the use of different methodologies and strategies to meet the demand of learners. The challenge is finding new ways and strategies to

stimulate and motivate the creative abilities of today's students who have varied set of orientation towards learning than learners in the past.

The traditional 'chalk' and 'talk' approach with students as recipient of knowledge may not be suitable for today's generation. This is why in school throughout the world there is a movement from learning that is made up of facts to new model i.e. active learning that emphasizes understanding ,making connection with the world around us , collecting and using information in active manner(Leu,2000:10).

Active learning approach according to Silberman (1996) is a collection of instructional strategies that make students do most of the work, use their brain, study ideas, solve problems, and apply what they have learned. In addition, it promotes interaction and working collaboratively which in turn promote language learning. Learning is most effective when the learner is the initiator of the learning process. Every body thinks of active learning first and for most in terms of students being intellectually active. By intellectually active we mean that teachers do not simply expect students to memorize and repeat facts. However, teachers should expect students to use information critically and analytically. Supporting this, Nardos(2000:87) states that , in active learning the learners have a marked degree of freedom and control over organization of learning activities.

Similarly, Aggarwal (1996) mentions that the purpose of education is to enable the learners adopt him or herself in a society which is full of problem. Not only social lives but also problems and puzzling situations, which are the normal features of students every day life in school as well. Therefore, it is very important that problem solving skills better be encouraged in school learning.

From the above arguments forwarded by different scholars, it is clear that active learning is an essential element in education as it takes the students beyond passive listener and makes them to take some directions and initiatives during language learning.

1.2 Statement of the problem

Traditionally people think of the classroom as the place where the teacher knows every thing and students empty vessel to be filled with knowledge. The curriculum organization emphasized academic knowledge and instructional methods, which initiated memorization and recall of simple facts (ICDR, 1999).

However, in relation to this shift of focus, Tuor (1993:22) states:

The recent interest show in learner-centeredness in language teaching, apparent to concepts such as learner autonomy, self-directed learning, or syllabus negotiation which revolves around a redefinition of the roles students can play in the learning the language.

The new educational and training policy of Ethiopia and the English language calls for the same method. To this point, Lue(2000) states the curriculum reform in Ethiopia imply a shift from rote learning to more active, leaner focused type.

Now, this approach is being practiced to some extent though it is not still promising in higher education institutes in the country as far as the research findings of Taye (2008), is concerned. This is because, developing students' cognitive ability and problem solving capacity are among major educational goals stated in the policy of 1994(MOE, 2003).These goals are partly achieved through implementation of active learning techniques.

Besides, some local studies were conducted on implementation of active learning in teachers' education colleges and some elementary schools. Among them, "A case study on factors that affect implementation of active learning in primary schools of west Harerghe" by Yonas (2006) reported that large class size , shortage of instructional materials and lack of skills in selecting varieties of methods are the major factors those affect implementation of active learning. Another researcher, Taye also came up with a research finding that perception of active learning is (positive), but its practice is very low in the survey study he launched at Dila University by the academic year 2008G.C. Taye's aim was assessing instructors' and prospective teachers' perception of active learning in English language classes; however, his finding talks all about their attitude towards active learning, not about their perceptions.

However, there is no any study carried out on teachers' perception of active learning and their classroom practices in secondary and preparatory schools with especial focus to English language classes. Thus, the inspiration of this study mainly arouses from the researcher's interest to address the problem and put the ground for further work on the area since high school's culture is not one and the same with that of college's and university's.

1.3 Objectives of the study

The major objective of this study is to explore how teacher' perception influence implementation of active learning in English language classes at Mettu Secondary and Preparatory school.

The specific objectives of the study are:

- To explore teachers' perception of active learning in Mettu Secondary and Preparatory school.
- To assess teachers' classroom practice in English language classes in light with active learning principles.
- To identify the most tremendous factors which may affect implementation of active learning in English language classes at Mettu Secondary and preparatory school.

The researcher believes that language learning might be highly influenced by the methods and techniques that the teacher employs in the classroom. Making the class interactive is seen as one of the improvement of students' language proficiency. In order to achieve the objectives stated above, the following basic research question was set down:

- What are the factors that determine teachers' perception of active learning and their classroom practices?

More specifically, the following research questions were raised in the course of the study

1. What are teachers' of perception of active learning in English language classes?
2. To what degree is active learning strategies being practiced in English language class at Mettu Secondary and Preparatory school?
3. What are the main reasons behind for preferring or avoiding active learning in English language class at Mettu Secondary and Preparatory school?

1.4 The significance of the study

The result of the study may help decision makers to re-think on the teacher education system in the country. Moreover, it also pin-point factors those might hamper effective implementation active learning, and gives remedies to curve them as much as possible. It may also serves as a supporting document for those who are interested to carry out further study in the area.

1.5 Delimitation of the study

The researcher believes that it will be appropriate to conduct the study in the large scale. However, due to limited time and lack adequate resources, the study is delimited to Mettu

Secondary and preparatory school. The subjects of the study were also delimited to four English language teachers in the school.

1.6 Limitation of the study

The study is believed to have certain constraints. First of all, it is worth keeping in mind that the sample of the study was limited to four English language teachers in a single school. This could often create danger of giving conclusions on the basis of the research findings. More over, being observed could be a stressful situation. Hence, the presence of the researcher might cause modification of classroom behavior which could be a possible limitation of the study. The researcher also felt that demonstrating all aspects teachers' perception and their classroom practice of active learning could not be carried out with in a short period of time. Thus, it requires an intensive investigation to reflect on its all aspects.

Finally, since there were no several local studies carried out in this particular area, there might be lack local literature so as to make an analogy.

1.7 Definitions of Terms

- Perception: Teachers' 'min-theory' or understanding of how students are engaged actively in teaching learning process.
- Practice: The way teachers handle classroom events on the basis of their experiences and knowledge.

CHAPTER TWO

Review of Related Literature

This chapter focuses on review of literature which lays conceptual framework of instructional approach in general and active learning in English language classes in particular. It also discusses principles, classroom procedures and factors that may hinder effective implementation of active learning in English language classes.

2.1 General Overview of Dimensions of Learning

2.1.1. What is learning?

An answer to the question what active learning is depends much on the orientation of the definer and on the nature of learning. For strongly committed behaviorists, learning is the modification of behavior brought about by experience. For most cognitive psychologists, learning is the study of how information is sensed, stored, elaborated and retrieved. Others would stress the importance of meta-cognition (learning to learn), or reflection on experience as well as experience *per se*. Humanistic psychologists are more likely to insist that personal growth and development are at the heart of learning, while constructivists argue that learning is primarily concerned with how people develop different conceptions and constructions of reality (Brown, 2004).

Besides, according to Glasgow and Seels (1998), these are: behaviorism, cognitivism, and constructivism learning theories. Behaviorism learning theory arose out of idea of early learning theorists who attempted to explain all learning in terms of conditioning. In this learning theory, emphasis is given to the teacher as a source of stimulus. Later, however, B. Skinner's reinforcement theory of learning has changed the earliest notions of reflexive learning in to involuntary learning by establishing a new direction in behaviorist tradition. For him learning is a bond or association between a stimulus and response, and effective learning depends on how much this bond is strengthened through motivation, drills and practice. Here, there is a shift from teacher (stimulus) centered approach to a student centered approach to some extent.

The shift was further revolutionized when cognitive psychologists discovered a new way of thinking about human learning. In contrast to behaviorism, cognitive psychologists are concerned with the way in which human mind thinks and learn. Therefore, they are too much interested in the mental processes that are involved in learning (Williams and Burden, 1997).

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Brown(2004) states that the cognitivists, humanists and constructivists views of learning are by themselves examples of constructivism at work, of how different people view learning which gives due attention to students meaning full engagement in the teaching learning process. Each view leads to a different emphasis and consequent neglect of other features of learning. Each view has different implications for course design, the tasks of the teacher, and methods of teaching, the construction of learning opportunities and methods of assessments.

For the purpose of this study, learning is considered as construction of knowledge and skills through meaningful activities and experiences that will enable students critically think and solve problems effectively.

2.1.2. Teacher Centered Instruction

In the traditional model of instruction often called teacher-centered, the teacher is at the center of classroom activities. It is highly structured classroom described as a teacher directed and autocratic since the complete responsibility for determining the work to be done and the actual classroom procedure is solely under the control of the teacher (Borich, 1984). The teacher in this model uses lecture method “chalk and talk” or the method in which he/she is active and the students are passive recipient of knowledge. Here, when the teacher asks questions, students are usually expected to recall or repeat information from the lecture or from the text books. This is thought to be the most effective method of teaching so as to get information to students.

In terms of curriculum content, the teacher- centered method of instruction is taken to involve first the systematic imparting of basic skills in language followed by instruction in arranged way (usually broad at first and narrow later) of established school subject (Darling, 1994 as cited in Sirak, 2000). In pedagogical terms the traditional approach involves the teacher clarifying the subject and instruction of the whole class at once where mastery of information is emphasize.

2.1.3. Learner-Centered Instruction

In learner-centered mode of instruction students are not made to learn by only listening to the teacher, memorizing pre-packaged assignments, and churning out answers. According to ICDR (1999), teaching guided by learner-centered perspective can enhance students’ motivation to learn and aids actual learning and performance. Thus, learner-centered instruction is critical to creation of optimal learning climates at all levels of the system and for all participants.

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A close relation to self-directed learning is student-centered learning. The essential features of student-centered teaching are freedom of choice, students' responsibility for their own learning and the creation of a supportive environment in which students can develop their potential. The role of the teacher is to guide and facilitate learning rather than to control it. The perspective provides a rationale for the use of problem-based learning, project-based learning and other enquiry-based methods of learning. It is argued that these characteristics promote lifelong learning. This perspective is often presented as a contrast to didactic teaching. Table below shows some of the polarities usually ascribed. The 'Teaching Approaches Inventory' of Prosser and Trigwell (1999) as cited in Brown(2004) provides a basis for estimating whether one tends to be student- or teacher-focused in one's teaching.

Table 2.1 Student-centered versus teacher-centered characteristics

<i>Student-centered</i>	<i>Teacher-centered</i>
Focuses on what the student does to learn	Focuses on what the teacher does to teach and what the student should do
Students' experience as well as their knowledge is considered	Focuses primarily on increasing students' knowledge
Students take key decisions on what to study and how	Teacher takes key decisions on what to study and how
Students take key decisions on choice of assessment task and criteria	Teacher takes key decisions on assessment task and criteria
Feedback is primarily concerned with helping students to improve	Feedback is primarily concerned with telling students whether they have fulfilled the assessment criteria
Assessment and feedback include self-, peer and collaborative assessment	Assessment and feedback do not include these approaches
Active learning	Passive learning
Deep learning	Surface learning
Problem-based	Discipline-based
Emphasizes development of understanding and constructions of meaning	Emphasizes transmission of knowledge
Concerned with meta-cognition – with learning how to learn	Not concerned with meta-cognition
Uses enquiry-based methods such as projects, dissertations and portfolios	Does not use enquiry-based methods
Emphasizes reflective learning	Emphasizes reproductive learning
Develops autonomy	Develops conformity

Source: Brown, 2004

Occasionally one hears that the use of learning outcomes and transparent criteria are examples of student-centered learning. These features fit equally well into a didactic approach. What distinguishes student-centered learning from teacher-centre learning is the emphasis on the student as a person to develop rather than an individual to train. As for the perspective on self-directed learning, questions arise concerning the degree of freedom of choice and responsibility students should have for their own learning (Brown, 2004).

MOE (2003) also claims that when learning is planned according to students' need, it provides opportunity for them to learn most. Especially, in language classes, several activities should be carried out by students. Similarly, Sesnan (1997:9) describes "The best way to learn a language is to use it. This means practicing the language all the time." This can be done by devising or adapting activities and tasks that have some sort of connection with students' real life and which can easily be internalized through game like interaction.

2.2 Active Learning

2.2.1. Concept of Active Learning

According to Brown (2004), active learning is not so much a theory as an injunction. Evidence from cognitive psychology together with everyday observation indicate that students who are actively engaged with their learning are more likely than passive learners to recall and demonstrate their understanding of a topic. If the learner is actively involved, then more connections will be made both within previous learning and between previous learning and new concepts.

The physiological basis for such activity could be summarized as '*neuroses that fire together, wire together*' (ibid). Active approaches to learning stimulate the reticular activating system which then sensitizes existing networks to the processing of incoming information. However, one needs to be clear that active learning is not mere activity. It is activity with a clear purpose to engage in learning. Nor is active learning necessarily overt. Covert activity, such as listening carefully in seminars, is at least as important.

The attention and emphasis given to active learning approach reached its peak with the advent of constructivism. This theory extends the meaning of learning as follows:

Learning builds on and flows from experience on no matter what external prompts to learning there might be the teacher, materials and interesting opportunities. Learning can only occur if the experience of the learner is engaged (Boud, Cohen, and Walker, 1993:8).

It is obvious that learning is not an automatic consequence of pouring information in to students head. It requires learners own mental involvement and doing. "An active learning environment needs students and teachers commitment to a dynamic partnership in which both share a vision of and responsibility for institution"(Fern, Anstrm, and Silcox,1993). In such an environment students learn content, develop conceptual knowledge, and acquire language through a discovery oriented approach to learning in which the learner is not only engaged in the activity but also with planning for the goals of the activities..

Further more, in contrast to more traditional views, which see learning as accumulation of facts or development of skills, Piaget as cited in William and Burde (1997:21) states as follows:

The main underlying assumption of constructivism is that individuals are actively involved right from birth in constructing personal meaning, that is there ^{is} own personal understanding, from their experiences. In other words, everyone makes his/her own sense of the world and experiences that surrounds him/her. In this way learner is brought to central focus in learning theory.

This approach is more concerned with process of learning than what is learned. It suggests that we "come to know" things as a direct result of our personal experiences that we make sense of at different stages of our lives (William and Burde: Ibid).

Furthermore, Hatfiled (1997) as sited in (MOE 2004:79) states:

Active learning is not only a set of activities, but also an attitude on the part of the teacher and the learner that makes learning effective. The purpose of active learning is to stimulate life time habit of thinking, to stimulate students to think about how as well as what they are learning and increasingly to take responsibilities for their own learning.

Active learning has at least four meanings: personal autonomy, the ability to manage one's own learning, independent learning outside formal institutions and lifelong learning. All of these are possible goals of learning rather than methods whereby students learn. The methods suggested for active learning are based on the assumption that students learn best when they are given some choice and responsibility for their own learning and when they are encouraged to think reflectively, critically and creatively. And, the role of the teacher is to create a learning environment in which these characteristics are promoted (ibid).

2.2.2. A General Stance on Active learning

In this section a debate about how learning occurs and the process of learning will be mapped. There are two main views on active learning. These are “building a brick wall” view of learning and “constructivist” view of learning respectively.

The pioneers of a ‘brick wall’ view of learning as stated in Moon(2004) argues that appropriate or effective learning would have happened if the learner has reasonably absorbed the material of teaching. According to advocators of this view, teacher must provide for the learners the ‘bricks of knowledge’ before letting them interact in the classroom activities. Because they assumed that teachers know how the ‘bricks’ fits in the patterns of wall, the wall-knowledge-is thus built up first as incorrect’ bricks’ of knowledge hinders students representation of their actual learning.

On the other hand, supporters of constructivist view argue that ‘brick wall’ view of learning never see learning apart from instruction , and does not deal with the vast majority of human learning situations which is every day learning with out act of active teaching(ibid).

2.2.3. Active Learning in English Language Teaching

In the history of language teaching, several different methods have been introduced. These methods vary from grammar translation method which focuses on a lesson organized around grammar points (Richard and Rodgers, 1986:19) to communicative language teaching method which pays systematic attention to functional as well as structural aspects of the language. Concerning communicative language teaching method, ICDR (1999) states”.... At any grade level, the learners must be very much involved in the process of instruction __the students are responsible for raising questions, producing hypotheses, gathering relevant information and drawing conclusions.” It further states that learner should discover things for themselves, through active learning and this instruction provides the experience of learners to develop the independent and critical learning skills necessary for problem solving. Stoller(1997) also suggests that for optimal language learning to occur, students need to exert a conscious effort to learn. Teachers should activate students’ mind and involve them in problem solving and critical thinking.

Different scholars argue that, unlike activities in traditional setting, communicative activities are meaningful motivating and purposeful. Larsen-Freeman (1986) explains that these activities incorporate many features of authentic communication. Richards and Rodgers (1986:77) also supports this point as follows:

The role of learner as a negotiator between self and learning process, and object of learning emerges from and interacts with the role of joint negotiator with in the group in classroom procedure and activities which the group undertakes. The implication of CLT for the learner is that he/she should incorporate as much as he/she gains and there by learn in interdependent way.

Communicative language teaching, therefore, encourages active learning or student-centered learning. Finally, the discussions made by different scholars' shows that CLT and active learning have communalities with respect to teachers' and students' role in the classroom situation.

So as to have effective language learning, students should be provided with different kinds of stimulation through the senses, which can make them seek answer or solutions of (a) problem(s) thorough interactions. This can be achieved through active involvement of learners in the instruction. Regarding this, Celce-Murica et al (1997) states that active involvement of students could provides a better environment for second language learning than classroom dominated by formal instruction.

2.2.4. Active Learning Principles

In order to improve higher learning interactive process that results in meaningful, long lasting change on the behavior of learners, and some basic principles are discussed hereunder. Angelo (1993), as cited in MOE (2004:85-86) has stated fourteen general research based principles for improving learning include:

1. Learning involves in more effective than passive learning. Active learning occurs when students invest energy in activities to make learning meaningful. Students might explain concepts of others or paraphrase the concepts for different audiences.
2. Learning requires focused attention and awareness of the importance of what is to be learned. One of the most difficult tasks for learners, particularly in a new subject, is to sort out what to pay attention to. They can not tell what the essentials are. Teachers can help students by giving them guidance, such as the objective or key points. Ask to identify what they think are key points at the end of classes.
3. Learning is more effective and efficient when learning has explicit, reasonable, positive goals and when their goals fit well with the teacher's goals. Learners achieve best when they are clear about what is expected of them. Ask students to identify their own learning goals and compare with yours.

4. To be remembered, new information must be meaningfully connected to prior knowledge and must be remembered to be learned. If students can make a meaningful connection between what they already know and what is new, they will remember better and be able to use new information.
5. Unlearning what is already known is often more difficult than learning new information. Misconceptions are a real barrier to new learning; check what students “know” by asking diagnostic questions.
6. Information organized in personally meaningful ways is more likely to be retained, learned and used. Students learn in different ways. Introduce them to different methods like recording and learning information in diagrams and pictures as well as prose. Help them relate their knowledge to “real-life” situations.
7. Learners need feedback on their learning, early and often, to learn well; to become independent, they need to learn how to give themselves feedback. Regular feedback helps students make progress; positive feedback is a good motivator and creator of a positive interaction between teacher and students.
8. The ways in which learners are assessed and evaluated powerfully affects the ways they study and learn. Ensure that learners are aware of how they will be assessed. Make sure that assessments are designed to assess the kind of knowledge, skills and attitudes you want to promote.
9. Mastering skills or body of knowledge takes time and effort. Students need to be aware that mastery of subject takes time and effort. It can not be achieved simply by attending class. They need to be good time managers and use and control their time effectively.
10. Learning to transfer previous knowledge and skills to new contexts requires practice. If you think this is valuable, then you need to make this explicit and not expect students to be able to organize where the transfer of knowledge/skills/ attitudes immediately. This can be done by directing students’ attention between the general and specific objectives. Besides, it is possible to challenge students develop their own examples.
11. High expectations encourage high achievement. Students achieve more when working with high expectations. Find out what expectations students have of themselves.

12. To be most effective teachers need to balance level of intellectual challenge and instructional support. Provide 'scaffolding', especially for first years, to help your students build knowledge with confidence. Different students will require different amount of scaffolding. Use more able students to help others.
13. Motivation to learn is alterable; it can be affected by the task, the environment, the teacher and learner. Make sure students understand the relevance and value of what you are teaching. Encourage them and give them confidence.
14. Interaction between teachers and learners is one of the most powerful factors in promoting learning; interaction between learners is another. If students believe that teachers care about them, they are more likely want to work hard and be successful. Learning names and acknowledging individuals is a good start. Working together on tasks that can be completed more effectively in a group encourages positive interaction and mutual support.

2.2.5. Review of Active Learning Strategies

As mentioned under (2.1.2), in traditional teacher-centered mode of instruction, teachers spend much of their time lecturing in whole group instruction. In this passive mode, the teaching experiences that teachers primarily use are only lecturing (explanation and demonstration), written work assignments, testing and quizzing (Orlich, et.al.2001:55). As a result, teacher dominates the class the whole period that result in passive learning by passive learner.

On the other hand, so as to institutionalize active learning approach effectively, one key element is teacher's use of interactive teaching strategies that can create an active learning environment. These include various instructional activities that are essential in involving students in doing things with minimum support.

Ellis (1990:32-35) indicates that interactive lecture, group work, pair work, discussion, work shop, individual work/assignments, elicitation, plenary discussions, panel discussions, case studies, simulations and other participatory strategies could be applied in second language classroom. Using these techniques and strategies in the classroom is vital because of their powerful impact on students learning. Different research studies have shown that active learning techniques which promote active learning are also effective in promoting the mastery of content and are superior to lecturing in light with promoting students' skills in thinking and writing (Active learning on line)

Therefore, to be benefited more from active learning and to enhance the quality of teaching, teachers should master several active learning strategies and need to know how to organize, plan and conduct classes using multiple interactive techniques.

On the top of this, the active learning strategies that are suggested by Silberman are claimed as concrete and are to be used to address various educational learning domains at various phases of the teaching and learning process and enable teachers to apply active learning in a day to day teaching. Silberman(1996) outlined these active learning strategies in to three main categories based on their functions.

The first groups of strategies are those which are used to get students active from the start of the lesson. Some of the strategies suggested by (ibid) to be used at this stage include: icebreakers, teambuilding, on –the-spot assessment. These techniques help teachers to arouse students' interest right from the beginning of the lesson.

The second categories of strategies are those which can help students to acquire knowledge, skills and attitudes. Of the main strategies Silberman suggested for teachers to facilitate effective teaching-learning process by making use of strategies like full class learning(teacher lead instruction that stimulate the entire class),, class discussion, question prompting, collaborative learning, peer teaching, affective learning and skills development(Silberman,1996:xii).

The third categories of active learning strategies are those often used to make learning unforgettable. Various literatures confirmed that when learning is active, there is an opportunity for understanding, particularly, when time is taken to consolidate what has been learned. Thus, teachers are expected to include time for reviewing and plan for appropriate activities for the lesson they conduct.

To sum up, the above literature on alternative strategies provides some part from the rich menu of instructional skills teachers can have based on the different approaches. The lists by no mean comprehensive and complete; these are only samples. Thus, effective strategies can only be evolved from specific classroom situation when teachers use their own creativity to address a teaching problem in a concrete classroom context. This implies that there is difficulty of finding comprehensive and complete lists active learning strategies that are appropriate for all contexts. However, to be benefited from various techniques and strategies, it is advisable for teachers to have a rich store of active learning strategies in which they are knowledgeable and comparatively effective so as to satisfy their particular students' need.

2.2.6. Stages in Language Teaching Learning Process

According to Silberman (1996), in implementing active learning at classroom level, there are five stages in which the teacher and students involve in the process of teaching and learning.

2.2.6.1. Engagement Stage

This stage contains ice-breakers and other opening activities. Some of the activities that can be done at this stage include creating initial interest in the subject matter, encouraging students to link the present learning with the previous one which include learning about students' attitudes, knowledge and experience etc.

2.2.6.2. Exploration Stage

This stage contains instructional techniques that can be used when students are at the heart of their lesson. A wide range of alternatives are provided , all which gently push students to think , feel, and apply with appropriate time given to each of them. These include discussion_ dialogue or debate on key issues in the topic, prompting questions_ asking students to express their understanding, Peer-teaching_ instruction led by students, activities that help students to examine their feelings, values and attitudes, learning and practicing_ giving time for writing and construction of thought.

2.2.6.3. Transformation Stage

This stage contains ways to conclude on what has been learned and considers how to plan for the future. These include reviewing_ recalling and summarizing what has been learned (by both students and teacher, self assessment_ evaluating changes in knowledge, skills and attitudes, monitoring/supervising students' understanding and further planning _determining how students will continue learning after the class is over.

2.2.6.4. Presentations Stage

At this stage students demonstrate, narrate, tell, recite, play, perform, report, summarize, paraphrase, solve problems, etc. Activities on skills development will be designed. Besides, teachers must value works produced, encourage audience feed back etc.

2.2.6.5. Reflections Stage

This is the last stage at which students reflect on their learning, the process of learning problems and tell what they may need to do. Here, teachers are expected to use verbal prize for students' achievement, relate students' activities with the curriculum and outlines / reflects on his/her next planning.

2.2.7. Research Finding On Active Learning

The need for change from active teaching to active learning was demonstrated by series research findings. It is; thus, a sound to have a look at some metrical research launched overseas in general and in Ethiopia in particular.

Research findings consistently have shown the traditional lecture method, demonstration, question and answer method, in which the teacher talks and students listen, dominates the real teaching process in higher education and is also practiced in schools at different levels. Concerning this Chickering etal. 1987, (in Bonwell and Eision, 2003) suggests students must do more than just listen. Therefore, they must read, write, discuss or solve problems. Besides, to be actively engaged in learning, students must take part in higher order thinking like analysis, synthesis and evaluation. According to the finding of the study that was carried out by Chickering etal.(1987) as cited in Bonwell and Eision(2003), instructional strategies that promote active learning can initiate students in order they get involved in solving problems that revels real learning.

Cross (1996), also delivers a key note that addresses challenging issues in developing an environment in which students become active participant in teaching-learning process. Though effectiveness of active learning model has nicely documented, there have been challenges to incorporate active learning strategies in to classroom instructions. Thus, some have embraced this approach in to classroom situation with enthusiasm while others seem caution in its adoption.

Other researcher, (Grinder, 1991, as cited in Silberman, 1996) stresses on styles of active learning. He points out that in every group of 30 students, an average of 22 are able to learn effectively as long as a teacher provides a blend of visual, auditory and kinesthetic activities through active learning activities. The remaining 8 students, however, preferred one of the modalities over the other and they struggle to understand the subject matter unless special care is taken in presenting the subject matter in their preferred mode. This implies that in order to meet

varied learners need, teaching must be multi-sensory and filled with varieties, which is possible through active learning approach.

In addition to some local research findings in the background of this study, Sirak Dembelash (2000) indicates that 58% of class activities were inclined to teacher centered while 42% were identified as learner centered one. Regarding challenges of active learning, the study by Fisheh Aberha (2001) also reveals that among other elements, teachers' lack of pre-service and in-service training has negatively affected the implementation of active learning in elementary schools.

2.2.8. Active learning in Ethiopian context

Different documents and policies were fed in and fed out on the basis of extensive changes claimed in the working educational and training policy. In this regard, the teacher education system document states that passive learning has to be replaced by active, learner centered instruction.

However, teaching learning process seems very complex and unpredictable. The paradox is that what ministry of education claims regarding active learning and what is going on in school system never harmony as clearly stated in Haylom Banterga (1993). He further described that though as a matter of principle teachers are expected to be a source of changes and development in every aspect; however, the Ethiopian experience does not reflect this. Let alone to embark on a noble task like active learning, the do not value them selves as a change agent.

2.2.9. Major Challenges in the Practicing Active Learning

Active learning method, as educational innovation, involves so many constraints that are inimical to it. To address adequately the reason why most universities, colleges and schools have not much embraced for recent calls for this educational reform, it is essential first to identify and understand common barriers to such an instructional change. Different scholars noted that effective implementation of active learning can be influenced by multiple factors.

Among these, design and organization of curriculum materials (syllabus, text books, teachers' guide and other materials) have great impact on effective utilization of active learning. On the base of the development of curriculum material Lue (2000:26) has identified two general models of epistemology; positivist and post positivist epistemology. In light of this, (Ibid) argues that with positivist epistemology the learners' task is to absorb and memorize facts. Here, there is less emphasis on linking facts and making a coherent and meaningful whole. Curriculum materials designed based on this model are often be "over crowded".

On the other hand, constructivist epistemology is assumed as more applicable in preparing materials for learner-centered instruction. In this case, curriculum material developer has to design and organize materials that maximize active involvement of teachers and students. However, most of textbooks and modules in Ethiopian educational system do not incorporate tasks those enhance the effective use of active learning method. And, they mostly serve one-way instruction. In such a paradigm, the learner reads what has been written but in any responds to the material. And, this in turn greatly reduces the creativity of the learners and the implementation of active learning (Lue, 2000).

According to Silbreman (1996), the physical environment in classroom can also make or brake active learning. A number of study confirmed that the physical environment (classroom arrangement, furniture arrangement, classroom appearance and layout etc.) contribute a lot to promote active learning. A clean and well kept room with appropriate resources and well aired room help to establish a positive contribution to implement active learning (Sguazzian and Graan 1998).

The use of active learning strategies is on its part considered as it reduces the amount of lecture time that can be devoted to content coverage. According to McCartney (1994:159), time in teaching learning process is classified in to two: "Allocated and engaged time. The allocated time refers to the time during which students get opportunity to learn. Engaged time on its part is the part of allocated time when students are actually exhibiting on tasks."

However, according to ICDR (2003), active learning method does not necessarily take a great deal of time. It needs a teacher to approach learning in different ways, step back, set problem, create a learning environment, and help students to find and answer and fit with what they already know.

The type of training the teacher under gone is among factors which might hamper affect implementation of active Learning. This is because producing well trained and competent teachers involves both equipping the prospective teachers with necessary knowledge in their area of specialization and development of skills that enables them effectively transfer their theoretical knowledge in to practice. Supporting this, Wallace (1991:13) both the theoretical knowledge, 'the received knowledge' and the practical knowledge, 'the experiential knowledge' are equally important in teachers' education and both should be acquired not separately but in well integrated way.

With this regard, when we see the traditional teachers training in Ethiopia, the theoretical and practical aspect of training has not been well integrated. Studies related to this issue suggest that more attention has been paid to the acquisition of theoretical knowledge of the subject area and profession. If classroom learning is to be effective, teachers must be well trained and ready to shoulder the responsibilities of teaching. Besides, they require adequate knowledge in the subject area they teach and the methodology too (Hailom, 1998).

Like non-human factors above, human factors are also equally important variables that can either facilitate or hamper the implementation of active learning.

The new instructional model, active learning, intends to produce active and motivate students who can cope with the demands of the modern world. Concerning this idea, however, Dary and Terry (1993) state that unless learners consider the implication of the ideas by themselves in their own life and decided to act, know and believe in new ways, they are likely to adapt to a passive acquiescence to teacher's structured knowledge. As a result of this, they may not have appropriate perception for active learning, which is approach. For example, they might look shy and uncooperative at the beginning of active learning activities because they have been accustomed to the traditional method, where they are expected to listen attentively to and try to memorize what they have learned for the purpose of examination (Ibid).

Thus, it is possible to suggest that active learning approach seeks the emancipation of learners from the old belief that have been dominant method of teaching over the last century and learn actively in this dynamic world by investing themselves too much. This is because; in active learning classroom students are encouraged to develop autonomous learning and problem solving skills. Capel et al. (1995) states that active learning provides the learners personal satisfaction, more interaction with peers, promotion and shared activities and team work, greater opportunities to work with range of students. More over, learners could be actively engaged in negotiating meaning by trying to make themselves understand even when their knowledge of the target language is incomplete; they learn to communicate by communicating (Larsen-Freeman, 1986, Hedge, 2003). In general, students' knowledge and attitude towards active learning either hamper or pave away for the implementation of the approach under discussion.

Teachers' perception and attitude on its part is a determinant variable which largely depends on the epistemology they adhere in implementing active learning in English language classes. In other words, teachers who strongly support and acquainted with the positivist epistemology consider themselves as the only source of knowledge and the one who knows best. And, students

are assumed to be “empty vessel” to be filled information (Plass, 1998). On the other hand, there are a group of teachers who view knowledge as something that is produced through interaction between the learners and the world around him/her which is gauged by constructivist epistemology. According to this view, learners are the key in teaching learning process and they should be active participants. Teacher’s main task, on the other hand, is employing methods that encourage the students to be active as much as possible. Thus, teachers who adhere to constructivist epistemology are believed to have favorable perception of active learning and develop the communicative competence of the learners that enable them convey and interpret messages, and negotiate meanings interpersonally with in specific context.

Furthermore, the role of perception is the determining factors in the teaching learning process and has to be taken for granted by educational establishments. However, as Ethiopian experience goes they haven’t dealt with rigorously by the teachers and researchers in order to draw appropriate strategies in addressing them. This is partly because it is not open to empirical research.

To sum up, various research findings confirm that there is a strong tie between teachers’ perception of active learning and their effort in implementing it. Therefore, since perception is not observable behavior as it is largely internal phenomenon; alternative research techniques of self report types (for instance; interview, questionnaire and diary studies) seem effective to try to tap in to such unobservable issue which can largely affect teachers’ classroom practices. Thus, the next chapter discusses about the research methodology which is mostly considered as the heart for any scientific study.

CHAPTER THREE

Research Methodology

3.1 The Research Design

This study attempts to explore teachers' perception and practice of active learning in English language classes at Mettu Secondary and Preparatory School. Thus, descriptive case study was employed as it might enable the researcher describe the current status of the area under study. In order to achieve the intended objectives, mixed approach was used though the study is more devoted to qualitative research method. The reason for doing so basis it self on the suggestion forwarded by Humberman and Miles, (1994 in Bennet, C., Foreman-peck,L. and Higgins,C. 1 1996) which says, "To investigate issues in education, which is human endeavor using qualitative method is justifiable."

3.2 Sources of Data and Sampling Techniques

The study was conducted in Mettu Senior Secondary and Preparatory school in order to explore English language teachers' perception of active learning and their classroom practices. The school was selected using purposive sampling method. The main reason for choosing the school was that the researcher believes that he could secure adequate cooperation and assistance from the principals, department head and classroom teachers since they are not fed up being participants of the study opposed to teachers in Addis Ababa. As the study was confined to only to one school and few participants, it falls under a discipline called a case study. The sources of data for this study were only English language teachers in the school. The researcher formerly proposed to include all English language teachers in the study since they were only seven in number, which was composed of five male and two female teachers. However, the number of participants of the study was reduced to four teachers. This is because three of them were not present in the school during the study. Concerning this, the school director informed the researcher as two of them gave a birth almost at the same time, and have already taken a leave for three months as per directives of ministry of education. And, the third one is male teacher who was seriously sick during the study and, thus, he has also taken a sick leave for more than a month.

Table 3.1 Background of the respondents

Sex		Age						Qualification		
M	F	18-25	26-30	30-35	36-40	41-45	>45	Dip	B.A/BEd	M.A
N	N	N	N	N	N	N	N	N	N	N
4	-	-	-	3	-	1	-	-	4	-
Load per week				Teaching experiences						
≤10	11-15	16-20	≥21	0-2	3-7	8-12	13-20	>20		
N	N	N	N	N	N	N	N	N		
-	-	3	1	-	-	2	1	1		

The above table is used to give the background information of the participants of the study (See Appendix “A”, part three).

3.3 Instruments and Procedures of Data Collection

Three instruments of data collection: questionnaire, classroom observation and interview were used in this study.

3.3.1 Questionnaire

According to Selinger and Shohamy(1989) questionnaire is widely used in second language research to elicit information about certain conditions and practices, in particular it is used in collecting data on phenomenon which are not easily observed, such as perception and self concept. It is also used in to obtain background information about the research subject.

Questionnaire was used in this study to collect information from teachers. The questionnaire has got four parts. The first part was designed to gather general and personal information of the teacher respondents to check whether teachers’ teaching experiences contributed or not in accommodating active learning mode in their classroom practices. Besides, it is also used to describe if a teaching load (over load) influenced teachers not to prepare meaningful activities

and tasks that could facilitate implementation active learning in English language classes. The second section contained thirteen items which were prepared to assess teachers' perception and knowledge on active learning. This is incorporated in the questionnaire as teachers' perception and knowledge are crucial either in facilitating or hampering teachers' classroom practices. The third part consisted of fourteen items from the large menu of active learning strategies and activities that teachers can possibly use in English language classes. Questions under part are aimed at assessing teachers' classroom practices in making use of varieties of active learning strategies that are in harmony with their classroom environment. The last part of the questionnaire was prepared to find out challenges in implementing active learning. Items under this theme were designed since teachers' favorable perception and knowledge could not guarantee implementation of active with the presence of serious constraints and challenges. Finally, Except in the first part ,Likert scale was used in the questionnaire, in which individuals responded to statements between the extreme continuum that represent their perception ,knowledge ,experiences and practices. To enrich, data collected through Likert scale two open ended questions were provided with one item each under part three and four.

Before administering the questionnaire, the purpose of the study was discussed clearly with teacher respondents in order to minimize careless responses that might affect the validity of the study negatively. In addition, pilot testing was conducted on 5 teachers at Gore secondary and preparatory so as to test validity of the Instrument. As a result, item 4 and10 under part two, and item 13under part three were modified on the basis of their reactions. Besides, one open ended question was included under part three and part four the questionnaire of based on the participants' comments.

3.3.2 Classroom Observation

Lewy (1977:163) noted that observation is a useful to indicate how classroom lesson is divided into varieties of activities like role-play, discussion, problem solving, individual work and others. Hancock (1998:89) also states," Because of the richness and credibility of information it can provide, it is desirable types of data gathering instrument. Accordingly, non-participant observation was used in this study mainly to get information on practice of active learning in English language classes and to spot out some serious challenges teachers face during actual teaching learning process.

The main focus areas include teachers' ability in using appropriate techniques and meaningful activities that hold students' interest and due attention was also given to students' level active

engagement. Classroom observation check list was not used to examine perception and practice of active learning in English language classes as it can not capture unanticipated phenomena that might happen. Thus, observations were not done by rating to different scales, but field notes were taken by considering various events holistically. Of four teachers who filled in the questionnaire three of them were volunteered to be observed twice (two periods each). Hence, the total observation was six in number.

Thus, the researcher recorded the whole length of lesson using codes and abbreviation since it is not possible to record each and every event in the classroom by writing down in full sentences and words in actual classroom time. To minimize the chance of missing major events to be used for comparison, the researcher immediately transcribed with fresh memory of the lessons.

3.3.3 Interview

Interview was used as one of main instrument in this study because of the merit it has in descriptive case study of this kind. Sarantakos (1998:266) lists several merit of using interview as data collecting tool in the research works. Some of them include flexibility, high response rate easy administration, opportunity to observe non-verbal behaviors, control over environment, capacity of correcting misunderstandings and the like.

As also indicated in Wilkinson(1999), interview is a necessary tool to understand deep feeling, perceptions, values or the way people interpret world around them. In this study, therefore, teachers' belief on how active learning is handled, their attitude on the varied use activities and tasks, their perception on whether it is the teacher who is a source of knowledge or the students was assessed using semi- structured interview. This is because semi -structured form of interview permits him to encourage his respondents to talk at length and would lead to a more complete picture of the respondents' view on classroom practice of active learning techniques. Since interview was conducted after observation session was over, the researcher did not use one and the same interview questions as teachers' classroom practice which was base for the interview is not one and the same at all. Thus, during interview there was no specific order of the questions to be asked though and the researcher had list of questions at hand. The wording and sequence the questions relied on the responses his interviewees give him. Besides, the researcher followed upon unclear and incomplete responses by asking probing questions.

To this point, three volunteer teachers who were observed, once again were interviewed and recorded on their full consent using tape-recorder so as to transcribe their actual word which was

analyzed in triangulating data obtained through questionnaire and classroom observation (see appendix- “D”). Moreover, before launching the interview, the researcher explained and clarified the purpose of the research in a friendly mood in order to get more accurate and honest responses.

3.4 Data Analysis Procedures

Data gathered through the three tools mentioned above were presented and analyzed in chapter four. In this study, data were analyzed through both qualitative and quantitative methods.

3.4.1 Procedures Used in Analyzing the Self Report Data

The self report data, which were collected through questionnaire and interview, were analyzed both quantitatively and qualitatively. Since all close ended questions have either five or four response categories, the analysis of the questionnaire responses need changing the responses to each item into frequency and mean values. After converting the responses into frequency and mean values, an attempt was made to display the result in the table.

Teachers’ responses to interview questions were analyzed qualitatively. Since interview was carried out after observation sessions were made. An attempt was also made to sort the responses in the manner it substantiate the findings of questionnaire and observation results. Besides, all interview responses were analyzed descriptively on the basis of the responses categories.

3.4.2 Procedure of Coding and Analysis of the lesson Transcripts

The researcher used code [01], [02] and [03] to secure confidentiality since the research result might affect the personal life the participants of the study. The information recorded using abbreviations and codes were changed into brief narratives that describe classroom events as much as possible. Then, each lesson was evaluated based on Silebrman (1996) which describes some basic moves to be followed in implementing active learning in teaching learning process.

CHAPTER FOUR

Findings and Discussion

This chapter presents the analysis and interpretation of data and major findings of the study. In doing so, data collected through questionnaire is presented with help of tables. On the other hand, data collected through classroom observation and interviews are analyzed qualitatively. For convenience, this chapter is divided in to different thematic areas under umbrella themes: teachers' perception and knowledge of active learning, their classroom practices and challenges in implementing active learning respectively. Finally, discussions of the major findings were made at the very end of this chapter.

4.1 Findings of the Study

4.1.1 Teachers' Perception and Knowledge of Active Learning

According to Morgan et al. (1986) perception of an individual refers to the way any event in the world looks, sounds, feels, tastes or smells to him/her. Therefore, it seems apparent that teachers' perception of active learning has important role in influencing the effective implementation of active learning in the classroom either positively or negatively. Active learning demands not only teachers to be experts in their fields, but also that they must understand how students learn. To this point, it is not easy to get teachers join an active learning approach from active teaching because of multiple factors. It is cognizance of this fact that four English language teachers in Mettu Secondary and Preparatory School were asked to rate items related to their perception and knowledge of active learning.

Accordingly, 13 items related to teachers' assumptions about active learning were presented to explore their perception on the issue under study. For the matter of convenience, the findings of the study under umbrella 'perception and knowledge of active learning' were discussed under six thematic areas.

Table 4.1 Distribution of Data Collected on Teachers' Perception and Knowledge of Active Learning

Responses obtained through questionnaire in exploring teachers' perception and knowledge of active learning was presented in the table below. The data collected from the participants of the study were analyzed in line with the research question.

Items	5=S. Agree	4=Agree	3=Undecided	2=Disagree	1=S. Disagree	(Σvx)	(Σvx)N
	F	F	f	F	F		
1	-	1	-	2	1	9	2.25
2	1	-	-	-	3	8	2
3	4	-	-	-	-	20	5
4	3	1	-	-	-	19	4.75
5	-	-	-	1	3	5	1.25
6	2	2	-	-	-	18	4.5
7	1	1	-	-	2	11	2.75
8	-	2	-	1	1	11	2.75
9	-	-	-	2	2	6	1.5
10	-	2	-	2	-	12	3
11	1	2	-	-	1	14	3.5
12	1	-	-	3	-	11	2.75
13	-	-	-	2	2	6	1.5
G.M							2.88

Items 1-13 in the table above are presented in Appendix "A" part-2

4.1.1.1 Types of Tasks and Activities to Be Used

The finding of this study depicts that tasks and activities to be brought to English language classes must be meaningful and have to some sort of connection with students' real life situation as well as their prior experiences. Moreover, tasks and activities were identified as they enhance students' active engagement if they have got moderate difficulty level. In this regard, as can be

seen from Table 4.1 above, respondents' reaction to item 2 which says "I believe that teaching fact is more important than engaging students' in performing information gap tasks and activities to develop their linguistic competence" received a strong disagreement from respondents. This implies that teaching facts and language rule alone is not enough to develop students' linguistic competence. On the contrary, their response indicates that information gap tasks and activities which develop students' critically thinking skills can better develop their linguistic competence.

Item 5 in the same Table on its part also deals with meaningfulness of activities and tasks in English language classes in relation to students' real life situation. To this point, the mean value of the item reads 1.25 which is mathematically rounded to 1. From this one can conclude that there is a strong disagreement to the statement which says "Tasks and activities to be brought to English language classes need not have to have such a strong connection with students' real life situation since it is an international language." This can by default tells us that activities and tasks to be brought to language classes have to have a strong connection with students' real life and background knowledge so as to secure their active participation. For item 7 in Table 4.1, that deals with the degree of difficulties of activities to be used in English language classes the mean value reads 2.75. From this it is possible to infer that teachers are in dilemma whether students thinking skills can be developed by making each and every activities too challenging or not as the mean value of this item can be rounded to 3 which stand for undecided response.

4.1.1.2 Teacher's and Students' Role

The finding of this study shows that teacher must not be the center of the teaching learning process but he or she has to encourage and help students to take active role in English language classes. Concerning this, as can be seen from the table 4.1 above, respondents reaction to item 1 which says, "As a teacher holds most of information students need on the subject matter he/she teaches, he/she has to take active role than student in teaching learning process" depicts their disagreement. This is because the mean value of the item falls between 2 and 3 which can possibly be rounded to 2 that by implication reads a value for disagree. For item 4 under the same theme, its mean value reads 4.75. This indicates that teacher respondents' strong agreement to the statement which says, "Students learn more when there is interaction", likewise, three of them also reacted that teachers have to encourage and help students in order that they develop a potential and skills which enable them solve problems without considering themselves as the only orchestra in the teaching learning process.

In this regard, the researcher raised question, “Do you think active learning or traditional mode of teaching is effective in English language class?” during the interview and the interviewees reacted as follows:

Teacher [03]: Just to help students learn something practical... particularly, in English language classes active learning mode is effective since it opens opportunity for interaction among students. However, [incase of] traditional mode of teaching as it is known, you see students are too passive and their main role is memorizing the rules of the language. (See Appendix “C”)

[03]’s response to this question never harmony with the response he gave for the question the researcher devised on the basis of the observation made when he was teaching the reading passage entitled ‘The Sense of Responsibility.’ To this point, the researcher posed the following question to check whether teacher [03] has an appropriate knowledge that enables him implement active learning which further goes beyond a mere belief in its effectiveness.

The researcher: In the observation session when you were teaching a reading passage entitled “The sense of responsibility,” I have seen you explaining meanings of all words in the passage rather than providing the students with pre-reading activities or brain- storming activities. Why did you prefer doing that way?

Teacher [03]: Of course, just to save my time. You see students are not ready to learn by themselves. Thus, as I did not want to kill my time waiting for their answer, I myself preferred doing every thing to proceed to the next activities (exercises). In addition, I believe that if students get clear of meanings of words first, it is easy for them to go to the next activities.(See appendix _”C”)

From the above interview result it is possible to infer that though teachers most the time theoretically claim that students must take active role in language classes , it seems that they still did not get sufficient and appropriate knowledge of active learning which further goes behind a mere belief.

4.1.1.3 Convenience of Active Learning in the Specified Situation

Teacher respondents' reaction on conveniences of active learning in English language classes as compared to natural science classes depicted that as there is no such a difference regarding its convenience and appropriateness across the disciplines though there is some sort of a blurred perception. Respondents reaction to item 9, as can be seen from Table 4.1, depicts that two of the respondents strongly agreed to the statement which says, "Active learning is not convenient to use in our context as in other natural science classes." The mean value of this item is 1.5 which lies between the mean values for strongly disagree and disagree that opposes two of the four strong agreements. Response to item 10 in the same table which says, "Active learning is not promising to use instructional materials as in teacher-centered teaching methods" shows that there is dilemma in its convenience. In reaction to this statement, two of the respondents agreed with the idea and the other two on their parts, disagreed with what the statement suggests.

4.1.1.4 The Time Active Learning Approach Requires in English Language Classes

Teacher respondents did not clearly answer whether active learning adds a work load on them or not as the mean value of the item under this theme can be rounded to 3 which stand for undecided response. In this regard, item 8's mean value reads 2.75. From this, it is possible to infer that teachers are in dilemma whether active learning mode adds an extra load or not. Besides, two of the respondents agreed as active learning approach can add a work load on the teacher and, other two disagreed to the statement. In reaction to item 12 which says, "It is difficult to cover the contents in the students' text book using active learning method since it requires much time to assess students' performance", three of teacher respondents disagreed to the statement though their response was disproved through interview.

With respect to time designing different types of activities and exercises requires, the teachers reacted as follows:

Teacher [02]: Most of the time I make use of exercises and tasks given in student's textbook as a department forces me to cover the semester portion on time. And, I sometimes bring exercises of my own that I think help my students.

Another teacher [03] also forwarded:

I most of the time focus on what is written in the students text book to cover the portion, but I rarely bring an authentic materials and activities to make the lesson as interesting as possible. (See Appendix –“C”)

4.1.1.5 Benefits of Using Active Learning

Active learning is perceived as it enables students to shoulder responsibilities and interactive enough in the teaching learning process. In this regard, the mean value of item 3 reads 4. This indicates that teacher respondents have strongly agreed to the statement that says, “Students learn more when there is interaction.”

Response to item 6 which says, “Active learning maximizes sense of commitment in teaching learning process” on its part suggests that as there are values students can collect from wise use of active learning in English language classes. Concerning this, all the respondents agreed except their degree of agreement. As can be seen from Table 4.1 above, the mean value of item 6 is 4.5 which appear between the mean values for ‘agree’ and ‘strongly agree’. Thus, this mean value can possibly be strengthen since two the four showed strong agreement and the other two also agreed to the importance of active learning in cultivating students’ sense of commitment in English language classes.

4.1.1.6 The Value of Training in Active Learning

It is clear that equipping teachers with appropriate skills is crucial for the effectiveness of their work. In line with this, the mean value of item 11 in Table 4.1 reads 3.5 which is an average Of the values for strongly agree and agree. Teachers’ response stresses the importance of appropriate training in implementing active learning based on demands of the situations.

In general , the analysis of items under the theme “perception and knowledge of English language teachers towards active learning,” shows as the respondents seem to have blurred perception and knowledge of active learning approach since the grand mean value of the respondents(2.88) which tends to approach the value for undecided responses.

4.1.2 Practice of Active Learning

As can be seen from Appendix "A", part three, different active learning strategies were provided as a representative from the large menu of active learning strategies to check whether teachers are making use of these varieties as situation demands or not .

Table 4.2 Frequency and mean values of how often teachers use different active learning strategies

Items	5=always	4=frequently	3=sometimes	2=rarely	1=not at all	($\Sigma vx f$)	($\Sigma vx f$)/N
	F	F	F	F	F		
1	-	-	-	3	1	7	1.75
2	-	1	2	-	1	12	3
3	-	-	3	-	1	10	2.5
4	3	-	1	-	-	18	4.5
5	1	1	2	-	-	15	3.75
6	-	1	1	1	1	10	2.5
7	-	-	1	1	2	7	1.75
8	1	-	2	1	-	13	3.25
9	-	-	1	-	3	6	1.5
10	1	1	1	-	1	13	3.25
11	-	-	1	-	3	8	2
12	-	1	-	2	1	9	2.25
13	-	-	-	-	4	4	1
14	2	2	-	-	-	18	4.5
Grand mean							2.68

See Appendix "A" part -3

4.1.2.1 Dominant Active Learning Strategies Employed

Among some common active learning strategies presented in Appendix “A”, part three, “Discussion” was answered by three of the four respondents claiming as they employ it “always”. The mean value for item 4(Discussion method) in Table 4.2 above is 4.5 which depicts that “discussion” is almost always used in English language classes at Mettu Secondary and Preparatory school.

The other active learning strategy favored by almost all teacher respondents was “Questioning”. Its mean value reads 4.5 which is the same with that of item 4’s mean value indicates that almost all of the respondents use “questioning’ always.

As shown in Table 4 .2,”Brain storming” is indicated by the mean value 3.75 which can be rounded to 4. Thus, the mean value for “Brain storming” is very much close to the value for frequently.

4.1.2.2 Active Learning Strategy that is sometimes used, but not dominant

The mean values for item 2, 8, and 10 in Table 4.2 above indicate that ‘problem solving method’, ‘concept-mapping’ and ‘ice-breaker’ were used ‘sometimes’ since their mean values fall between 3 to 3.25. The grand mean (2.7) also approaches 3 which is equal to the value for ‘sometimes’. From this one can conclude that different active learning strategies were employed only sometimes in English language classes at Mettu Secondary and Preparatory School.

With respect to, open ended question (item 3.2 see Appendix ‘A’) which was provided so as to supplement questions on active learning strategies to be rated under part three of the questionnaire, there was only one respondent who listed some other additional learning strategies he often uses. From this it is possible to infer that three of the respondents did not have adequate knowledge of the “concept active learning” since they were not in a position to give at least two or three additional active learning strategies which were not included in the questionnaire.

4.1.2.3 Findings from Description and Analysis of Actual Classroom Teaching Events

Description and analysis of six actual classroom teaching were made by the researcher. Description of each lesson was made from field notes that were taken to assess whether claims made by teacher respondents through questionnaire were really practiced or not. To achieve the purpose of the study, three volunteer English language teachers were observed two times each on the basis of their full consent. To make the analysis of qualitative data obtained through field note easy and manageable, the researcher made a brief report (description) and analysis (evaluation) of those six observation sessions into first and second rounds.

4.1.2.3.1 First Round observation sessions

Before carrying out the first observation sessions, the researcher clarified the objectives of the study and told his participants that the result of the study will be used only for academic purpose. Moreover, they were politely asked to teach as usual since the finding of the study has no impact on their deeds.

Brief report of Teacher [02]'s Lesson

The class is grade 12. The actual class size is 50, but there were only 41 students during the observation. Students were sitting in three rows with two or three on a bench. Teacher [02]'s lesson during first observation session was on the use of words or expressions which marks parts of a sentence.

Teachers [02] started the lesson by posing a question which says, "Can you tell me types of words or expressions which mark parts of a sentence?" This moment no one reacted to his question despite his agitation. Then, he himself went on saying, "let's look at the two major categories of expressions/words those marks parts of a sentence. These are: intensifiers and stress words." The teacher immediately divided the chalk board in to two columns and continued listing words and expressions under heading 'intensifier' and 'stress words'. Having completed the list, he once again started giving examples like:

- The boy is quite tall to reach the top of the shelf.
- Yesterday, Arsenal played well, particularly in the second half. (See appendix-"D")

It was after giving several examples and explanation on the words he underlined in each and every sentence that he invited the students in order they construct sentences on the basis of his

examples. Only few students responded to his questions. Mean while, he proceeded to a new grammar topic," contrasting conjunction" which was not a part of the day's lesson.

Analysis and Evaluation of the Lesson

The lesson was dominated by teacher's talk and totally rule- governed activities were covered. Teacher [02] did not plan for practice and presentation stages of the lesson which might give opportunity for students' active-engagement.

Besides, the lesson was not contextualized and meaningful since students felt bored and silent throughout the lesson. Other point not to be ignored is that the teacher did not know his students very well. This is because, he now and then called on a clever student's name and invited others saying, "The one who sits next to 'x', The one who sits in front of 'y', The one who sits besides 'x' etc." From this one can conclude that as teacher [02] has little concern for medium and low achievers. This might be one of the main reasons for students' less motivation which was expressed through their silence.

At the very end of the lesson when he was expected to recap the lesson by enabling students reflect on their work, he started a new topic 'contrasting conjunction' which probably showed teacher's little preparation for the lesson.

Brief repot of Teacher [03]'s lesson

The class is grade 11. The actual class size is 50, but there were only 39 students in the class during the lesson. Teacher [03]'s lesson was a reading passage entitled 'sense of responsibility' which is similar with that of [01] lesson. Teacher [03] started the lesson by asking meanings of new words from the passage. As majority of students did not bring the textbook to the class, the teacher he himself gave definitions of the words he listed. After overdoing on the meanings of new words, he ordered the students to discuss on pre-reading questions /activities which were given in their textbook.

Having provided answers for the three pre-reading questions, he again ordered them to go on doing exercise 1-3 on the next page though they shared a single textbook into four or five. This time the class became noisy and he was not in a position to manage the disturbance which seems intentional.

Analysis and Evaluation of [03]'s Lesson

Since teaching reading skills mean not teaching meanings of all new words in the text, the objective of the lesson was not achieved effectively. It is good if teacher (03) give them only meanings of key words in the text that facilitate participation and active engagement of the students. In addition, the teacher didn't focus on while-reading activities which most probably enhance cooperative learning. In general, since there was only 'active-teaching' not 'active-learning' throughout the lesson, it seems impossible to blame students for misbehaving and being passive.

Brief report of teacher [01]'s lesson

The class is grade 11. A number of students in the class were 36. There were several free desks though students sat in three on a bench. Teacher [01]'s lesson was a reading passage entitled 'sense of responsibility.' He started the lesson directly by ordering, "Take out unit nine and be in group of six."

Then, he himself nominated a secretary who will take a note during a group discussion. Two of the six groups were homogenous (all female) and they hesitate to respond to his questions. All the pre-reading and while-reading activities were only those from students textbook. The time allotted for pre-reading was nine minutes and the rest 36 minutes was devoted to while reading activities. There was no post reading activities at all. The teacher did not go around through out the lesson rather he sat down on the front desk and operate his cell phone (might be playing a game).

Analysis and Evaluation of [01]'s lesson

Though the topic of the less 'sense of his possibility' is interesting, the way teacher [01] delivered the lesson was not this much interactive. Had he devised meaningful, Pre-reading, while-reading and post-reading tasks I hope students would have applied their knowledge of civic and Ethical education and do the activities very well. Besides, the teacher was not monitoring the teaching learning process beyond a mere group he intuitively formed. Thus, there was no active learning since the exercises were not meaningful and simple. The lesson was almost artificial as it was covered some days before when the researcher checked at students' exercises book at the end the lesson.

4.1.2.3.2 Second Round Observation

During second round observation teachers were more comfortable than in the first round. This time almost three of them avoided a fright they had during the first round observation since the researcher started approaching them in a more friendly way.

A brief report of teacher [02]'s lesson

The grade level is similar with that of first observation. Teacher [02]'s lesson was devoted to speaking skills, specifically, 'Invitation'. After greeting the students (the class) he told them the objectives of the lesson and their roles during the lesson. As in the first observation, teacher [02] listed down expressions to be used in inviting a person to a various occasions, expression to be used in accepting and refusing invitation one after the other. Doing so, he gave them a model telephone conversation as follow:

- A. Hello, Mr.- 'x'
- B. Hello Mr. 'y'
- A. Will you be at home tomorrow?
- B. Yes, why?
- A. I would like to invite you to my birth day party
- B. Sorry I think I am not around (See Appendix-"D")

Then, he asked the students to be in pair and practice inviting each other which they finally act out in front of the class. Opposed to the first observation session, more than half of the students took part in the activities though their conversation never lasted more than a minute or two minutes.

Analysis and Evaluation Teacher [02]'s lesson

As teacher [02] began the lesson by providing words and expression to be used in invitation, there was little opportunity to learn by them selves. The notion 'invitation' is good to enhance classroom interaction had it been made open to students to act out in the way they liked. As a researcher noticed, teacher [02]'s target during the lesson seems as due attention was given to different types of expression used in informal invitations. Moreover, enough preparation and practice time was not given to students, but they were forced to come out and speak without preparation. Thus, majority of students were repeating what the other pairs said (former

presenters). Finally, this type of activity can be mapped to mechanical drilling which encourage rote-learning than active learning.

A Brief report of [03]’s Lesson

The class is grade 11. There were 39 students in the class. Teacher [03] started the lesson writing the topic of the day lesson ‘used to’ and ‘be used to’ on the chalkboard. He has given an extended explanation on the use and usage of used to. He stated, “Used to is used to tell something that was customary in the past, but that has no any longer.” The teacher also gave the students a short note on different forms of verb to be. The students were busy copying a short note and examples he wrote on the chalkboard. He has given them three statements and order them to write down their meanings individually. Finally, he gave them correction for the exercises and the class ended with out recapping.

Analysis and Evaluation of the Lesson

The lesson was dominated by teacher’s talk as in other grammar lesson observed in [02]’s first round lesson. The structure ‘used to’ was taught not to maximize students’ communicative competence rather to implant its form in the students mind. The lesson could possibly be productive had it been contextualized and integrated with other major skills. In general, the students were passive and the teacher was active during the lesson.

Brief report of [01]’s Lesson

During the second round observation there were only 31 students in the class (grade 11). Immediately, after greeting the class, teacher [01] wrote the topic of the day’s lesson ‘proverbs’ on the blackboard and defined the term proverb as follows: “A proverb is a short well known expression that states and gives a general truth or an advice.”

Then, he formed six groups and told them to do exercises on page 172. After ten minutes discussion, he began taking their responses turn by turn (see Appendix _”D”) After discussing the meanings of the three proverbs on page 172, he once gain ordered them to join their group and search for equivalent proverbs from their mother tongue. This time the class become full of laughter and fun since teacher [01]’s Afan Oromo accent almost resembles Amahric when repeating proverbs for warded by students. At the end, he gave them some common equivalent proverbs from Amahric as follows:

Teacher [01]: For the proverb, “Too many cook spoils the

Broth”, I have a proverb:

ሴት ከበዛ ጎበዝን ጠነዳ።

አዋቂ ከበዛ ጠነኛ ደሞታሰ።

(For more see Appendix-“D”)

Teacher [01] told the students to come up with five proverbs from their mother-tongue language and with their translated version in to English language (The bell rang).

Analysis and Evaluation of [01]’s lesson

Majority of the students were active participants through out the lesson as the activities were meaningful and interesting. Besides, the lesson was fun and there was no time the students get bored. However, the researcher observed that teacher [01] was not in a position to check whether students response were right or wrong when taking equivalent proverbs from students whose mother-tongue is Afan Oromo. In addition, he was over using praise words ‘Excellent’ and ‘Very good’ whether students answer were correct or wrong which might take them to the wrong direction.

4.1.2.4 General Comments on Events Seen During the Lessons

The following are common problems seen during classroom observations which comprise the most commonly employed activities of teachers and students in line with each stage in language teaching learning process.

4.1.2.4 .1 Events Seen During Engagement stage

At this stage, teachers are expected to encourage or ask students to reflect their prior-learning and, as well enable them link what they a have already learned with what they are learning now. From transcription and evaluation field note taken during observation sessions, one can conclude that almost all teachers simply started the day’s lesson other by providing feed back on the homework given the other day or by telling students to sit in pair or group and open their text books which was accompanied by discussion on the activities that are given in their text book. Thus, students are not encouraged or exposed to relate past and present learning.

4.1.2.4 .2 Events Seen During Exploration Stage

At this stage the teachers need to give time to students to think or discuss the new subject in relation to their prior old experience and say or write their constructed thought. Then, monitor and give feed back on the information gained from monitoring. Although most of the teachers went around, while students were discussing on some exercise in groups, they didn't give appropriate feedback for each group which facilitates language learning and makes group discussion hot and beneficial.

4.1.2.4 .3 Events Seen During Transformations Stage

Here, teachers should recall direction and background exercises about the activities of the day. And, provide students with games, role-plays, narratives, argumentation, projects, group and pair discussions, etc. Then, organize the classroom appropriately for activities and schedule sufficient amount of time for activities, supervise students understanding and enter in to joint activities with students. But, most of the teachers were observed asking the students whether students finished their group discussion or not and waited till they could say "we have finished the tasks." After that, the rest of the periods were covered by question and answer (i.e. the teacher asks some questions from the text book and students attempt to give answers). From this it might be possible to conclude that teachers do not allocate appropriate time for tasks and activities. Besides, they mostly fixed to students' text which might not be meaningful in a given context. Further more, most of the classes were devoted to explanation of language structure which were mainly teacher dominated ones.

4.1.2.4 .4 Events Seen During Presentations Stage

At this stage, teachers need to facilitate classroom tasks for the development students' language skills. Here, they could let the students put forward to other students and encourage the audiences to give feed back. Eventually, they need to evaluate product of students in terms of units of goals. However, except giving accuracy feedback for each student's answers, they did noting in order that students learn from each other.

4.1.2.4 .5 Events Seen During Reflection Stage

At this stage, teachers should ask students to review their own work, use verbal praise, and let them reflect on their future plan. However, all most all of the teachers departed the class, with out

praising and telling them what they would do in the coming classes. This might affect motivation of students in learning the language actively.

4.1.3 Factors Affecting Implementation of Active Learning

The respondents forwarded that though active learning is good in theory there are several factors that hinder its implementation in practical reality. Table 4.3 shows some factors affecting implementation of active learning in English language classes. Under this theme nineteen factors assumed to be challenges in the implementation of active learning which were rated by the respondents in terms of their degree of seriousness. Among these factors, the researcher selected those items whose mean values lay down between 3 and 4. This is because if the factor is rated as most serious or serious it could really hamper the teaching learning process, and requires immediate solution so as to curve the problem as much as possible. For the matter of convenience, the findings of the study under this section were discussed under three major themes as follow:

Table 4.3 Percentage and mean values of factors affecting implementation of active learning

Items No.	4=frequently	3=sometimes	2=rarely	1=not at all	(Σvx)	(Σvx) N
	F	F	f	F		
1	2	-	1	1	11	2.75
2	2	-	1	1	11	2.75
3	3	1	-	-	15	3.75
4	-	3	1	-	11	2.75
5	1	3	-	-	13	3.25
6	-	2	1	1	9	2.25
7	2	1	1	-	13	3.25
8	3	1	-	-	15	3.75
9	1	2	1	-	12	3
10	2	2	-	-	14	3.5
11	-	2	2	-	10	2.5
12	2	1	1	-	13	3.25
13	-	-	-	4	8	2
14	1	1	2	-	11	2.75
15	2	2	-	-	14	3.5
16	1	3	-	-	13	3.25
17	2	1	1		15	3.75
18	1	1	2		11	2.75
19	-	2	1	1	9	2.25
Grand mean						3

(See Appendix "A" part -4)

4.1.3.1 Lack of Interest and Attitudinal Resistance

Students' and teachers' interest and attitudinal resistance towards active learning were identified as most serious challenge in implementing active learning. As can be seen from Table 4.3 above, item 3 and 17 have got the same mean value 3.75 which approaches the mean value for most serious. From this it is possible to say that students' and teachers' lack of interest and attitudinal resistance in accommodating active learning were the most serious factors in implementing active learning approach in the school under study. Besides, respondents reaction to item 10 in the same table also depicts that impact of students carelessness in taking active role in peer, pair and group works since the mean value reads 3.5 which is at the mid- point of the mean value for 'serious' and 'most serious'.

Concerning this, the researcher interviewed each of his respondents to tell him the major factors that might hamper implementation of active learning in their classes.

Here are the reactions of some of the respondents:

Teacher [03]: ...the main problem is that students are not willing to take part in classroom activities. One of the reasons for this problem is students' lack of interest in language itself and their less [practice] in lower grades that made them silent here despite my effort.

Another teacher [01] also said:

At this level students are mostly exam oriented and they do not like taking part in group discussions, pair works and other activities. (See appendix- "C")

In general, teachers' reaction during the interview sessions showed the seriousness of lack of interest and attitudinal resistance from both students and teachers in implementing active learning mode in English language classes.

4.1.3.2 Poor Instructional Facilities and Classroom Setting

The study result depicts that Poor instructional facilities (such as pedagogical center, library and less access to internet service) was grouped among the most serious factors that hamper implementation of active learning. As can be seen from Table 4.3, item 8 has got the mean value 3.75 which approaches the mean value for 'most serious'. From this it is possible to say that poor instructional facilities such as pedagogical center, library and less access to internet service were

the most serious constraints to run active learning effectively in the practical reality. Besides, respondents reaction to item 10 depicts that impact of large class size in monitoring students progress reads the mean value 3.5 which is at the mid- point of the mean value for 'serious' and 'most serious' .

In this regard, the researcher proved in his observation as the instructional facilities in the school is not promising to conduct effective teaching learning process. For instance, the library in the school seems the place where outdated books were stored. This means that there are no adequate recently published books in the library. Besides, teachers and students in the school have no access to internet service which can possibly help teachers to equip themselves with knowledge and skills that enable them address the need and interest of these day's students who have varied orientations to wards learning than learners in the past.

Concerning classroom structure, two of the respondents reported that it is difficult to implement active learning effectively having such a traditional arrangement of desks. They further explained that as active learning by its nature invites students' cooperation and interaction, however, because of less free space between desks and inability to move those fixed desks it is difficult to monitor students' progress and provide constructive feed back. However, the result from observation session disproved that the maximum numbed of student in each section was 40 and the desks were free as opposed to what teachers claimed through their responses to item 10 and 18 in the questionnaire (Appendix "A", part 4).

4.1.3.3 Lack of Orientation and Training

Of the factors for difficulties, students' poor orientation towards active learning, the inclination of teachers to the traditional approach and lack of different on job training on active learning were also identified as serious barriers in implementing active learning. Responses to item1, 16 and 19 under this thematic category in Table 4.3 below read the mean values 2.75, 3.25 and 2.25 respectively. From this one can see that as there is inclination to lecture method because of their own in school orientations. Opposed to their responses to the first two questions, item 19's mean value reads 2.25 suggests as the mode of training they have under gone has only a minimal impact on their classroom practices. However, their claim which most probably came from insecurity is disproved through interview. Thus, teachers were asked question related training they have taken on how of active learning and they reported as follows:

Teacher [03]: Regarding my skill in implementing active learning, I am not sure whether I am doing as it is in theory or not. This is because since once I graduated from university, I have not taken any training on how to implement active learning.

Teacher [01] on his part reported:

.... I have got in-service and short term training on implementation of active learning, but still I can't implement it as in theory. Since, the trainings gave attention to the theory of active learning than practical knowledge and skills that support its implementation. (See Appendix- "C")

Finally, respondents commented as training and orientation on how to implement active learning that can improve practices in English language classes. To this point, they recommended that first of all teachers must be willing to accommodate an active learning approach, and they have to work hard and advance themselves so as to implement active learning in the way the situation demands. Moreover, they suggested that much is expected from concerned bodies in order to facilitate training on permanent basis that take teachers away from their old beliefs to the new way of thinking.

4.2 Discussions of the major Findings

In this part, the findings of the study are discussed under three major themes like knowledge and perception of teachers towards active learning, the practice of active learning and factor affecting implementation of active learning.

4.2.1 Teachers' Perception and Knowledge of Active learning

Various research findings conformed that there is strong tie between teachers' perception of active learning and their effort in implementing it.

For instance, a survey study carried out in Bostwana, in 1999 proved that teachers and students who have positive attitude and appropriate perceptions of active learning showed a better effort in implementing and using active learning than those who perceived active learning wrongly (GDE, 1999:69). Besides, according to Sguazzin and Graan (1998) cited in Amanu (2001:87), teachers perceptions and attitudes have a great impact on effective implementation of active learning. Accordingly, thirteen questions related to teachers perception and knowledge on active learning

were rated by teacher respondents 'from strongly agree' to 'strongly disagree' and the overall responses indicates that teachers have blurred perception and knowledge of active learning approach (See Table 4.1). This might happen since the respondents did not have appropriate theoretical as well as practical knowledge in order to put in to practice active learning in English language classes.

The result obtained from the interview and class room observation disclose that majority of the participants of the study consider active learning as any thing that can only be handled using 'group' and 'pair work', 'questioning/ and 'brain storming' whether the activities to be used are meaningful or not. The finding of the study depicts that even though teachers may advocate two-way communication in theory, which is active learning, where as, in practice he/she limits himself/ herself/ to one-way communication. This manifests that there is a clear gap between what they claim and what they actually know about the procedures used in implementation of active learning.

4.2.2 The Practice of Active Learning

In this study, the extent to which active learning is practically exercised has been explored in Mettu Senior Secondary and preparatory school. The main goal behind the practice of active learning is most meaningful when students themselves are actively engaged in creating, understanding and connecting to knowledge.

Concerning practice of active learning, fourteen questions on different kinds of learning strategies were presented of which overall mean value/ground mean shows that teacher practically employ active learning strategies only sometimes. The most frequently used active learning techniques reported by teachers through questionnaires were pair and group discussion, questioning and brainstorming. However, the result obtained from interview and classroom observation disproved that there were only group and pair work that each and every teacher attempted to make use of. This finding supports the research finding on applicability of group work in leaning English by Alamirew, 1992.

Group and pair work were employed widely because teachers were most probably familiar in using them though pair and group work can only help to develop the lower levels of cognitive domain. The remaining active learning techniques which can develop higher level cognitive domain like critical thinking and problem solving capacity of the learners were not widely used contrary to, the finding of, Bonwell and Elison (1998) in their research which states that students

must do more than just listen. Therefore, students need to read, write, discuss or get engaged in problem solving. They also added that in real active learning model students must be engaged in higher order thinking skills as analysis, synthesis and evaluation.

Moreover, the researcher noticed during classroom observation that students were attentively listening to the teachers explanation on meanings of words and structures than either discussing with each other or with respective teachers excepts in few occasions as in [01]'s lesson in second round observation(see Appendix "D"). Besides, teachers were observed focusing on exercises given on students' text book with out making much effort to either adopt meaningful interactive activities or design their own tasks and activities which best suit to their classroom context.

Further more, majority of lesson observed (see transcription of observations sessions Appendix-"D") didn't appropriately passed through engagement, exploration transformation, presentation and reflection stages at which students were motivated to learn, given time to think on the topic, interact using different strategies, for ward what they worked on and give their view on the whole lesson respectively.

4.2.3 Factors Affecting the Implementation of Active Learning

Different scholars, based on their research findings have noted that the effective implementation of active learning or participatory learning method can be influenced by multiple factors. Some of which are discussed as follows:

Among the factors, students' lack of interest, poor instructional facilities, and attitudinal resistance from colleagues and students were identified as a most serious challenge in implementing active learning as far as teachers' reaction to items in the questionnaire is concerned. Moreover, teachers' tilting to traditional lecture method was another factor in implementing active learning in English language classes at Mettu Secondary and Preparatory School. Even and Notion (1996) in this regard noted that many students also may enter classroom expecting to sit quietly and listen while their teachers fill the period by lecturing which violate principles of active learning approach that makes most of the students uncomfortable and resistant in taking active role is supported by the findings of this study to the great extent.

As one basic feature, active learning relatively takes much time. In this regard, all most all teachers observed were concerned much about amount of time they will have to devote to active learning and seem convinced that the time would be better spent covering the course content via lecture. This might be a legitimate concern because class time is precious and most teachers do

not have enough time to meet the goals they have set for themselves. However, Capel et al (1995) explains some teachers discourage active learning simply because it brings an extra demand in the planning, preparation and evaluation. Capel et al. further states that many teachers believe that active learning is pressurized by limited and over crowded subject matter. As a result, even some come to the conclusion that participatory or active learning is best in theory but unrealistic in practice which might be raised from inadequacy of knowledge on active learning.

As interview result indicates that there was not as such on job training and refreshments to facilitate implementation of active learning. Thus, teachers reported that they intuitively tell students form groups and discuss on the topic they teach with out having practical skills of handling the lesson to be taught. In line with this, Hailom (1988) suggested that there is a strong need for training teachers in how to apply active learning a vital role so as to up date the knowledge and skills of teachers with latest methodologies.

At the very end of the questionnaire, respondents were provided with open-ended question in which they were invited to suggest solutions for the problems they raised so far in order to promote practices of active learning in their school context. In this regard, two of them suggested that there should be commitment from both the teachers and students to run the teaching learning process effectively by making use of active learning approach. And, almost all of the respondents suggested that work shops and in school training should be arranged by giving due attention to practical skills which facilitate implementation of active learning. One teacher on his part suggested that teachers must get students hold reflection session that enable them to be productive and interactive enough in English language classes.

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1 Summary

Active learning method is a widely accepted approach of instruction in several countries. The main target for introducing it is to change active teaching into active learning since students learn effectively if they do or participate actively in the instructional process. It is, therefore, believed that active learning increases the learning efficiency and attention of students. The purpose of this study was, thus, to explore teacher perception of active learning and their classroom practices in English language classes of Mettu Secondary and Preparatory School. Particularly, the specific objectives of the study were to:

- Explore teachers' perceptions of students' active learning English language classes.
- Investigate the extent to which active learning is exercised in Mettu secondary and preparatory school.
- Assess factors that may affect implementation of active learning.

A descriptive case study which is largely devoted to qualitative approach was used in the study. The study employed questionnaire, interview and observation, which was accompanied by field notes as data collecting tools.

In the light of, the analysis made, the following major findings were obtained.

- The study depicted that most of the respondents seem to have blurred perception of active learning since the grand mean value of the respondent approach the mean value for 'undecided'. And, teachers' knowledge about different active learning techniques also mismatches with their claims to a great extent. Furthermore, the magnitudes of practicing active learning in English language class were very low. Some of the reasons identified for low level practice was found to be students' lack of interest and poor orientation on merits of active learning, lack instructional facilities, lack of appropriate knowledge and skills in practicing the were the outgoing ones.
- Active learning strategies which increase students' critical thinking and problem solving skills were not employed, but teachers make use only pair and group discussion as observed during actual teaching learning process.

- Most of the teachers reported that they mostly depend on activities and tasks on students' texts. And, rarely bring activities and tasks devised by them. This indicates that majority English Language teachers force students to do or discuss on the material which might not harmony with students' background knowledge interest.
- School related factors like lack of instructional facilities (library with latest books, internet service, and pedagogical centers) and follow up from concerned bodies made teachers not to be productive and active in their profession.
- Majority of the teachers agreed that effectiveness of instructional strategy depends on the adequacy of training and refreshments on the permanent basis. Besides, the study discloses that there was no orientation rendered for students in order they change their mind from being only exam oriented to enable them take active role in teaching-learning process.

5.2 Conclusions

Based on the findings of the study, the following conclusions were drawn:

- Several research findings show that teachers' perception of active learning affect its implementation either positively or negatively. The finding of this study also reveals that although teachers lack sufficient knowledge and commitment to implement active leaning, they seem to be aware of the importance of active learning. Thus, it can be concluded that teachers' lack necessary practical knowledge and skills to use active learning that they advocate in theory.
- Majority of teachers' classroom activities were devoted to imparting of knowledge on the subject matter than interaction. Because, the result form class observation showed that students were dependent on teacher's talk and copying notes which embraces the habit of passivity than being active. Thus, the classroom behaviors teachers exhibited look more features of active teaching than active learning.
- Responses from the participants of the study showed that students did not care for classroom interaction since they were mostly exam oriented ones. This is likely to happen from poor orientation they have to wards active learning and from teachers' much focus on paper-pencil exam than practical skill exam which advances students' creativity, critical thinking , problem solving skills etc.

- Concerning the key factors that affect implementation of active learning, student lack of interest in taking part during classroom activities, poor instructional facilitating, inclination to traditional lecture method, the notion portion coverage, and lack of adequate knowledge to plan, prepare and organize teaching learning process as a situation desires were among serious challenges need to be curved. Therefore, practicality of active learning in the school under study was not promising.
- Regarding importance of refreshment courses in the form of work shops and seminars, the finding of the study reveals that some of the teachers reported that they did not get any form of orientation and refreshment courses on active learning. Hence, it can be deduced that there was a tendency to rely on their former experience with out paying much attention to the dynamic nature of active learning.
- Large class size which was reported as a serious factor in implementing active learning by previous research works on almost the same theme was not this much serious factor as far as this study is concerned. However, it one attribute to which teachers inability of using active learning was projected to.

5.3 Recommendations

In light with the major findings and conclusion of the study, it seems reasonable to suggest some recommendations here under, with the hope that they could be helpful to make harmony between teachers' perception of students' active learning and their practices in English language classes' of Mettu Secondary and Preparatory School in particular and the rest of High Schools which share common denominators in general.

- Since perceptions guide practices of English language teachers, it is advisable to give extensive and continuous orientation for the teacher on both theoretical and practical skills of active learning to make teaching learning process fruitful.

Hence, concerned bodies at the federal and regional level have to plan and arrange training and workshops on active learning. Besides, it sounds good if manual on active learning is prepared and distributed to high school in the country as it was done for elementary schools.

- Instructional resources have a great role in the implementation of active learning. However, the finding of the study discloses that there is lack of sufficient recent

reference materials, besides the narrowness of the library to accommodate such a large number of students at time. Moreover, there is no internet service in the school which enables the teachers to advance themselves and aid them with supportive teaching materials.

Thus, it is advisable that the establishment of standard library which is equipped with recent reference materials that maximizes students self learning and creativity seems mandatory. Besides, regional Bureaus' and ministry of education should prepare a project, and search for cooperative NGOS who work to make internet service be accessible to high schools in Ethiopia since this is one ways of advancing education in the country.

- A classroom conditions is another factor which hinders implementation of active learning in English language classes though it is not the most serious one. Desks are not moveable to form fixable classroom arrangements in order students share experiences with possible groups they can join by trading places. Therefore, it a good idea if the school plan to replace those huge desks with easily moveable seats since it has a contribution to make or brake implementation of active learning approach.
- The study depicted that students do not take part on classroom activities willingly as they only work to pass exam by doing well on paper- pencil exam types. To assuage this problem, English language department should take measures to make evaluation and assessment that harmony with basic principles of active learning. Therefore, teachers had better give regular, reliable and timely assessments that possibly enable students to responsible and productive in their education.
- Some respondents forwarded that they usually fix themselves on what is given in the students textbook. This is because their main target was covering the period allocated by the syllabus since finishing the portion alone is considered as one major criteria of teachers appraisal.

Hence, rushing through text with out meaningful learners' engagement to cover a semester portion is not valuable; therefore, the department must make a table discussion and share experience on how to cover the semester portion with out missing the basic tents of active learning.

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5. Area of Qualification : A) Major _____

B) Minor _____

6. Load per a week : A) 10 and below B) 11-15 C) 16-20

D) 21 and above

7. Teaching experience : A) 0-2 years B) 3-7 years C) 8-12 years

D) 13-20 years E) above 20 years

8. Average number of students in the class _____

Part-II: Questions Related to your Perception and knowledge of Active Learning

Direction: Items related to your perception and experiences on active learning in language classes are provided below. Please, give an appropriate response to each item based on your own experience and understanding. Your answer could vary from “strongly agree” to “strongly disagree”. Use a tick “✓” mark in giving your answers.

Key:

5=strongly agree

4=Agree

3=Undecided

2=Disagree

1=Strongly Disagree

No	Items	5	4	3	2	1
1	As the teacher holds most of the information students need on the subject matter he/she teaches, he/she has to take an active role than the students in teaching learning process.					
2	I believe that teaching facts is more important than engaging students in performing information gap tasks to develop their communicative competency.					
3	Students learn more when there is interaction.					
4	Teachers have to encourage and help students in order they solve problem posed without being frustrated.					
5	Tasks and activities to be brought to English language classes need not have to have such a strong connection with students' real life as it is an international language.					
6	Active learning maximizes the sense of commitment in teaching learning process.					
7	Students' critical thinking skills will be developed by making all and every classroom activities too challenging.					
8	I know active learning adds a work load on the teacher.					
9	Active learning is not convenient to use in our context as in other natural science classes.					
10	Active learning is not suitable to use instructional material as in teacher centered methods.					
11	Active learning requires well-trained teachers and frustrates teachers who were trained in old curriculum.					
12	It is difficult to cover the contents in the students' textbook using active learning method as it requires much time to assess students' performance.					
13	I believe active learning mode develops inferiority complex in low achievers.					

Part-III Implementation of Active learning Strategies

Direction: Items related to how often you make use of different active learning strategies are listed below. Please, indicate the extent to which you use them in your classroom and rate using a tick"✓" mark according to the following scales.

Key:

5=always

4=frequently

3=sometimes

2=rarely

1=not at all

No	How often do you use the following active learning strategies?	5	4	3	2	1
1	Project work					
2	Problem solving method					
3	Role-playing					
4	Discussion					
5	Brain storming					
6	Debating					
7	Story telling					
8	Concept mapping					
9	Case study					
10	Ice breaker					
11	Jigsaw learning					
12	Peer-teaching					
13	Field trip					
14	Questioning					

3.2 Are there some other more strategies you often use which are not included in the above lists?
If so, please, list them and explain the reason why you prefer them. (Go on writing)

Part IV –Question Related to Challenges in Implementing Active Learning

Direction: To what extent would you claim the following factors affect the implementation of active learning in your teaching learning process? Please, rate the following questions listed in the table below from “most serious” to “not serious”. Mark your response with a tick”✓” in the space provided corresponding to each item.

Key:

4=most serious

3=serious

2=minimal

1=not serious

No	Factors that you may think affect implementation of active learning	4	3	2	1
1	Your tendency of using traditional/lecture method				
2	Lack of knowledge and interest in applying active learning strategies				
3	Students' lack of interest towards active learning approach				
4	Less connection between the type of exam students take and the role that active learning plays in real teaching learning process				
5	Diversity of students' interest				
6	Shortage of time for both classroom teaching and time for lesson preparation				
7	Few students' dominance during classroom activities				
8	Poor instructional facilities (such as pedagogical center, library internet service, etc.)				
9	Lack of follow up and support from concerned bodies				
10	Impact of Large class size in monitoring students' progress				
11	Less convenience of classroom schedule				
12	The way teaching materials are designed				
13	Difficulties in managing the class (The class becomes noisy).				

14	Most of the contents in the students' text never harmony with students' background knowledge and experiences				
15	Students do not take seriously peer, pair and group work activities rather they do some other thing or they joke.				
16	Lack of adequate refreshment program on of implementation of active learning approach				
17	Attitudinal resistance from collogues and students in accommodating active learning strategies				
18	Poor arrangement of classroom furniture like table, chair blackboard etc.				
19	Impact poor of the mode of training you might have under gone				

4.2 What do you suggest to promote the practice of active learning in your school context? (Please, go on writing)

Appendix-“B”

Interview Guides to Teachers

Appendix-“B”-1

Interview Guide to Teacher [01]

1. Do you think that traditional mode of teaching or active learning is effective in English language classes? Why?
2. During the observation sessions I've seen you doing several exercises from student's textbook. Do you think it is right to cover three or four exercises in a period by making students active participants through out the lesson?
3. I know you have a long experience in teaching, but I want to know if you've taken any training or refreshment course on implementation of active learning.
4. If I am not mistaken you were offering ELIP for teachers in this zone. Do you use teaching methods and techniques you use in ELIP here in your real teaching learning process?
4. As you are English language department head in this school, have you ever made an experience sharing program among the teachers in the department?
5. What do you recommend in order active learning is effectively implemented in English language classes of your school?

Appendix-“B”-2

Interview Guide to Teacher [02]

1. Which mode of teaching do you think, the traditional or active learning is effective in English language classes? Why?
2. During the observation session I have seen a difference in the methodology when teaching grammar and speaking skills. Is there any justification for doing so?
3. While you were teaching the grammar entitled, "Using words/ expressions which marks parts of sentences" you started the lesson by giving them lists of words and expressions and you yourself constructed sentences using those lists. Why did you preferred doing that way?
4. Have ever taken any training or refreshment course on implementation of active learning?
5. For effective implementation of active learning taking care of the types of activities and tasks are crucial. Thus, do you often use activities and tasks designed in students' text or do you bring your own meaningful activities to the class as needed?
6. What do you recommended in order active learning is effectively implemented in your school context?

Appendix-“B”-3

Interview Guided to Teacher [03]

1. Which mode of teaching do you think, the traditional or active learning is effective in English language classes? Why?
2. To what extent do you put in to practice active learning in your classes? If not, what are the challenges that hamper its implementation?
3. In one of the observation session when you were teaching the reading passage entitled, "Sense of responsibility", you started the class by asking meanings of new words with out posing pre-reading or brainstorming questions. And, meanwhile you yourself explained meanings of new words in the passage. Why did you prefer doing that way?
4. Do you fix yourself to activities and tasks in student's text or do you bring meaningful activities and tasks of your own to the classes?
5. Have ever taken training or refreshment course on implementation of active learning?
6. What do you recommended in order active learning is effectively implemented in your school context?

Appendix-“C”

Transcription of the Interview

Here under, transcription of the interview was made from audio-recorded material. To secure confidentiality, code [01], [02] and [03] is used as in observation session.

Transcription of the Interview with Teacher [01]

Bedilu: Thank you very much for coming to this interview session. First of all, I appreciate your cooperation in filling the questionnaire and for being volunteered in allowing me to observe you while you were teaching.

Teacher [01]: Take it easy it means nothing.

Bedilu: Now let me ask you questions related to active learning,...I mean about your perception and classroom practice of classroom practices. To begin with, do you think that traditional mode of teaching or active learning is effective in English language classes? Why?

Teacher [01]: As to me active learning is better than traditional teacher centered approach. You see, you see...in active learning motivates and help them [confidence] in doing things by them selves.

Bedilu: Very nice! During the observation sessions I've seen you doing several exercise from student's textbook. Do you think it is right to...to cover three or four exercises in a period by making students active participants through out the lesson?

Teacher [01]: Okay! It depends. I , for example, sometimes cover three or four exercises in a period skipping on some parts which [is] not relevant or difficult for students to work on.

Bedilu: Interesting! Ee ..ee , I know you have a long experience in teaching, but I want to know if you've taken any training or refreshment course on implementation of active learning.

Teacher [01]: Yes, yes. I've got in-service and short term training on implementation of active learning, but you see still I can't implement it as it is in theory because the trainings weren't focused on practical skills.

Bedilu: If I am not mistaken you were offering ELIP for teachers in this zone. Do you use teaching methods and techniques you use in ELIP here in your real teaching learning process?

Teacher [01]: Eh...I afraid. Here students are mostly exam oriented and don't bother much in taking parts in group discussion, pair work and other activities. In ELIP training since the participants are teachers they try a lot though their language proficiency isn't this much promising.

Bedilu: That is good! As you are English language department head in this school, have you ever made an experience sharing program among the teachers in the department?

Teacher [01]: No, no. Not, at all. I didn't make any formal experience sharing program among the department but informally I've advised few teachers on the way they should handle their classes using participatory teaching methods.

Bedilu: Finally, what do you recommend in order active learning approach be effectively implemented in English language classes of your school?

Teacher [01]: Good! Eh...eh...first of all teachers must be willing to accommodate this new approach. Besides, they have to work hard and advance themselves so as to implement active learning in the manner the situation demands. More over, concerned bodies have to facilitate training that take teachers away from their old beliefs to the new way of thinking on permanent basis.

Bedilu: Really, thank you very much for investing your time and energy!

Teacher [01]: You are welcome!

Transcription of the Interview with Teacher [02]

Bedilu: Thank you very much for coming to this interview session. First of all, I appreciate your cooperation in filling the questionnaire and for being volunteered in allowing me to observe you while you were teaching.

Teacher [02]: Don't mention!

Bedilu: Please, feel free and give me your genuine responses since your responses are kept confidential and only used for academic purpose. Okay! To begin with, which mode of teaching do you think, the traditional or active learning is effective in English language classes? Why?

Teacher [02]: Alright! I think active learning is the [best] method since students take part....As you now, traditional mode of teaching is teacher centered and students are passive recipient of knowledge opposed to participatory, active learning mode.

Bedilu: During the observation session I have seen a difference in the methodology when teaching grammar and speaking skills. Is there any justification for doing so?

Teacher [02]: Yes, it is not possible to use similar methodology in teaching grammar and speaking skills. In grammar teaching, it is a must a must to write rules of the language in focus on the chalk board and give explanation on its use and usage. However, in teaching speaking skills as it requires only guiding students by letting them speak the way they liked.

Bedilu: That is good teacher! While you were teaching the grammar entitled," Using words/ expressions which marks parts of sentences" you started the lesson by giving them lists of words and expressions and you yourself constructed sentences using those lists. Why did you do like that? Why didn't you let them come up with their own examples?

Teacher [02]: Alright! The reason is that students have no experience of doing such activities by themselves. And, their English language is low to carry out that kind of activities.

Bedilu: For effective implementation of active learning taking care of the types of activities and tasks are crucial. Thus, do you often use activities and tasks designed in students' text or do you bring your own meaningful activities to the class as needed?

Teacher [02]: Most of the time I make use of experiences from student's textbook since the department head force me to cover the portion on time. I sometimes bring my own exercises that I think help my students learn best.

Bedilu: Very good! I want to know if you have ever taken any training on implementation of active learning so far.

Teacher [02]: Right! Once I've taken training while I was teaching in my former school. From that training I have got a lot of knowledge and experiences about [this active learning] approach.

Bedilu: Finally, what do you recommended in order active learning mode is effectively implemented in your school context?

Teacher [02]: Okay! What I want to recommend is that teachers have to give equal attention for all major skills and convince themselves as sharing experience has vital role effective implementation of active learning.

Bedilu: Really, thank you very much for investing your time and en

Transcription of the Interview with Teacher [03]

Bedilu: Thank you very much for coming to this interview session. First of all, I appreciate your cooperation in filling the questionnaire and for being volunteered in allowing me to observe you while you were teaching.

Teacher [03]: Never mind, never mind!

Bedilu: Please, feel free and give me your genuine responses since your responses are kept confidential and only used for academic purpose. Okay! To begin with, which mode of teaching do you think, the traditional or active learning is effective in English language classes? Why?

Teacher [03]: Of course, just to help students, particularly in English language classes' active learning mode is effective as it opens opportunity for interaction among students. However, incase of traditional mode of teaching, it is known....you see students are too passive and their main role is memorizing the rule of the language.

Bedilu: Very nice! In theory, every body appreciates active learning as it enhances discovery learning and problem solving skills which makes students the center of teaching learning process. And, in your respect, to what extent do you put in to practice active learning in your classes? If not, what are the challenges that hamper or I mean make its implementation difficult?

Teacher [03]: Okay! Eh...eh...You see I am trying, but the problem is that students are not willing enough to take part in the classroom activities. One of the reasons for this problem is students' lack of ability in the language itself and their less practice in the lower grades that mad them silent here at preparatory class despite all my efforts. It is only few clever students who take active role and lead the group discussions, but majority of the students aren't willing to take part in the classroom discussions.

Bedilu: Excellent! Hii...Let me take back to the observation session. Eh...In one of the observation session when you were teaching the reading passage entitled," Sense of responsibility" you started the class by asking meanings new words with out posing pre-reading

or brainstorming questions. And, meanwhile you yourself explained meanings of new words in the passage. Why did you prefer doing that way?

Teacher [03]: Of course, just to save my time. You see students are not ready to learn by themselves. Thus, as I did not want to kill my time waiting for their answer, I myself preferred doing every thing to proceed to the next activities (exercises). In addition, I believe that if students get clear of meanings of words first, it is easy for to the next activities.

Bedilu: Thank you very much! Let me ask you ask you questions related to the types of activities and tasks you often use in your classes. Teacher, do you fix yourself to activities and tasks in student's text or do you bring meaningful activities and tasks of your own to the classes?

Teacher [03]: I most of the time focus on what is written in the students text book to cover the portion, but I rarely bring an authentic materials and activities to make the lesson as interesting as possible.

Bedilu: That is nice of you! By the way, have ever taken training or refreshment course on implementation of active learning?

Teacher [03]: I have taken it only when I was at university but there is no as such on job training and experience sharing since [then].

Bedilu: Finally, what do you recommended in order active learning is effectively implemented in your school context?

Teacher [03]: Eh...Once i graduated from the university I haven't taken any training. Therefore, though it isn't possible to give national training, it is good if [they] plan a table discussion at department level, and share experiences in the school and cluster schools. More over, it is good if professionals from [external] bodies be invited and provide [us] training at least per a semester, I hope [we] will improve ourselves.

Bedilu: Thank you very much for investing your time and energy!

Appendix “D”

Transcription of the Lessons

First Round observation sessions

Before carrying out the first observation sessions, the researcher clarified the objectives of the study and told his participants that the result of the study will be used only for academic purpose. Moreover, they were politely asked to teach as usual since the finding of the study has got no any impact on them.

Teacher [02]’s First Lesson

Date: 29/06/2003

Period: 2nd

The class is grade 12. The room is medium in size. The actual class size is 50, but there were only 41 students during the observation. The Students were sitting in three rows with two or three on a bench. I sat at the back of the class so as to get every body in to view.

Description of the Lesson

Teacher [02] writes section three: ‘Language patterns’ and tells the class, “Our today’s lesson is about ‘using words or an expression which marks parts of a sentence’.” He then goes to the chalk board and writes the topic of the lesson. Teacher [02] starts the lesson by posing a question which says, “Can you tell me types of words or expressions which mark parts of a sentence?” This moment no one has reacted to his questions. Then, he himself goes on saying; “let’s look at the two major categories of expressions/words those marks parts of a sentence. These are: intensifiers and stress words.” The teacher immediately divides the chalk board in to two columns and continues listing words and expressions under heading ‘intensifier’ in the bracket adjectives and adverbs and ‘stress words’. Doing so he continues writing lists of words and expressions as per their categories (heading) as follow:

Intensifiers

- Quite
- Too
- Extremely
- Very
- Rather
- More
- Better etc.

Stress words

- Particularly
- Specifically
- Practically
- For example
- For instance
- Frankly speaking
- Finally
- Rudely speaking etc.

Having completed the listing words and expressions under two headings, he once again started giving examples.

Examples

- a) The boy is quite tall to reach the top of the shelf.
- b) The weather is getting hotter and hotter.
- c) Life in town is becoming more and more difficult.
- d) She is extremely poor at English.
- e) I love all my students, especially, 12C.
- f) Yesterday, Arsenal played well, particularly in the second half.
- g) Frankly speaking he is a nice person.

After giving the above lists of examples, he explains meanings of all sentences and meanings of the underlined words in each and every sentence. Then, he invites the students in order they construct sentences on the basis of his examples. Teacher [02] calls on some students name (most probably the clever ones) and point at the other student whom he does not know his/her name. Besides, he calls on the name of one student and invites the other saying, "The one who

sits next to 'X', the one who sits in front of 'Y', the one who sits besides "Z' etc." Only few sentences responded to his questions. Mean while, he proceeds to a new grammar topic," contrasting conjunction" which is not a part of the day's lesson. He once again starts listing contrasting conjunctions. He says, "Let us look some of these conjunctions which include although, however, in spite of, despite, even though, though and the like."(The bell rang.)

Teacher [03]'s First lesson

Date: 29/06/2003

Period: 4th

The class is grade 11. The actual class size is 50, but there were only 39 students in the class during the lesson. The students were scattered in the class sine around 10 students cut the class. I sat at the back of the class so as to get every body in to view.

Description of the Lesson

Teacher [03]'s lesson is a reading passage entitled 'sense of responsibility' which is similar with that of [01] lesson. Teacher [03] starts the lesson by asking meanings of new words from the passage. The words include transparency, punctuality, responsibility duties etc. As majority of students do not bring the textbook to the class, the teacher he himself gives definitions of the words he listed. He writes the meanings of those words as follows:

a) Responsible means being accountable for some thing done.

He says, "Look responsible means accountable."

b) Punctuality means promptness or timekeeping.

He said," For example, you have to punctual everyday. The word punctual in this sentence is to mean don't be late."

c) Duty means obligation. He further explained the word 'duty' is stronger than the word 'responsibility'.

After overdoing on the meanings of new words, he orders the students to discuss on pre-reading questions /activities which are given in their textbook.

Having provides answers for the three pre-reading questions; he again orders them to go on doing exercise 1-3 on the next page though they share a single textbook into four or five. This time the class becomes noisy and he is not in a position to manage the disturbance which seems intentional.

Teacher [01]'s First lesson

Date: 29/06/2003

Period: 6th

The class is grade 11. The number of students in the class is 36. There are several free desks though students sit in three on a bench. I sit at the back of the students to record each and every event in the class.

Description of Teacher [01]'s lesson

Teacher [01]'s lesson is a reading passage entitled 'sense of responsibility.' He starts the lesson directly by ordering, "Take out unit nine and be in group of six."

Then, he himself nominates a secretary who will take a note during a group discussion. Two of the six groups are homogenous (all female) and they hesitate to respond to his questions. The pre-reading questions are only three in number and there are no teacher made supplementary activities to make the lesson meaningful. The time given to discuss on the pre-reading activities is too much limited. And, while-reading activities are also only those from student's textbook. Thirty six minutes of the class time is devoted to while reading activities. There is no post reading activities at all. The teacher orders the students to do the while-reading activities using their prior-knowledge. At this stage teacher[01] does not give care whether students are discussing or doing their own other businesses. The teacher sits down on the front desk and operate his cell phone (might be playing a game). After more than half the class time is consumed, he once again orders the students to read the passage and compare their answers with the facts in the book (The bell rings).

Second Round Observation

During second round observation teachers are more comfortable than in the first round. This time almost three of them avoided a fright they had during the first round observation since I started approaching them in a more friendly way.

Teacher [02]'s second lesson

Date: 7/07/2003

Period: 4th

The class is grade 12. The room is medium in size. The actual class size is 50, but there were only 38 students during the observation. The Students are sitting in three rows with two or three on a bench. I sit at the back of the class so as to get every body in to view.

Description of teacher [02]'s lesson

Teacher [02]'s lesson is devoted to speaking skills, specifically, 'Invitation'. After greeting the students (the class) he tells them the objectives of the lesson and their roles during the lesson. As in the first observation, teacher [02] lists down expressions to be used in inviting a person to a various occasions, expression to be used in accepting and refusing invitation one after the other on the chalk board under each headings as follows:

Expression to be used in inviting someone

- I would like to.....
- May I invite you.....
- Would you mind.....
- I was wondering.....
- Can you.....
- Will you..... .etc.

Expression to be used in accepting invitation

- Thank you!
- It is my pleasure!
- It is very great!

- That is great! I'm glad!
- That is okay! etc.

Expression to be used refusing invitation

- Thank you, but....
- I'm sorry!
- It's a good idea, but
- I afraid, I'm etc.

Doing so, he gives them a model telephone conversation as follow:

- C. Hello, Mr.- 'x'
- D. Hello Mr. 'y'
- C. Will you be at home tomorrow?
- D. Yes, why?
- C. I would like to invite you to my birth day party
- D. Sorry I think I am not around

Then, he asks the students to be in pair and practice inviting each other which they finally act out in front of the class. The time given for practice never exceeds three to four minutes. Opposed to the first observation session, more than half of the students take part in the activities though their conversation never lasts more than a minute or two minutes.

Teacher [03]'s Second Lesson

Date: 08 /07/2003

Period: 5th

The class is grade 11. The actual class size is 50, but there are only 39 students in the class during the lesson. The students are scattered in the class since around 10 students cut the class. I sit at the back of the class so as to get every body in to view.

Description of teacher [02]'s lesson

Teacher [03] starts the lesson writing the topic of the day lesson 'used to' and 'be used to' on the chalkboard. He has given an extended explanation on the use and usage of used to. He states, "Used to is used tell something that was customary in the past, but that has no nay longer." Then, he orders students to open their texts on page 153 and discuss on exercises. While students are discussing on the questions on page 153, he meanwhile, goes on explaining use of different forms verb to be by sub-dividing them in to present, past and future forms. The teacher also gives the students a short note on these different forms. The students are busy copying a short note and examples he writes on the chalkboard. He gives them the following three statements and orders them to write down the meanings the sentences individually.

- a) He used to disturb the class.
- b) I used to insult students.
- c) They used to drink alcohol.

Finally, he gives them correction for the exercises and the class ends with out recapping.

Teacher [01]'s Second lesson

Date: 08/07/2003

Period: 2nd

The class is grade 11. A number of students in the class are 31. There are several free desks though students sat in three on a bench. I sit at the back of the students as usual to record each and every event in the class.

Description of teacher [01]'s lesson

Immediately, after greeting the class, teacher [01] writes the topic of the day's lesson 'proverbs' on the blackboard and defines the term proverb as follows:

A proverb is a short well known expression that states and given a general truth or given advice.

Then, he forms six groups and tells them to do exercises on page 172. The time allotted for discussion is ten minutes. After discussion, he begins taking their responses turn by turn in the following manner:

Teacher [01]: Many hands make light a work. What is the meaning of this proverb? I want one answer from each group. Okay, group-1.

Group-1: It means let's help each other!

Teacher [01]: Very nice! Group -3, can you say something?

Group-3: Let's united!

Teacher [01]: Very good what about group-6 , please say something?

Group-6: Let's share others problem.

Teacher [01]: Good...

After discussing the meanings of the three proverbs on page 172, he once gain orders them to join their group and search for equivalent proverbs from their mother tongue. This time the class become full of laughter and fun since teacher [01]'s Afan Oromo accent almost resembles Amahric when repeating proverbs for warded by students. At the end, he gives them some common equivalent proverbs from Amahric as follows:

Teacher [01]: - For the proverb 'Many hands make light a work', I have equivalent proverb in Ahamric like:

- ስሕንድ ብርቱ ሁሰት ጠዳኒቱ

For the proverb, "Too many cook spoils the broth", I have a proverb:

ሴት ከበዛ ጎጠን ጠነዛ።

ስዋቴ ከበዛ ጤነኛ ደሞታሰ።

Teacher [01] told the students to come up with five proverbs from their mother-tongue language and with their translated version in to English language (The bell rings).

DECLARATION

I, the under signed, hereby declare that this thesis is my own work and has not been presented at any other university and all sources or material used in the thesis have been duly acknowledged.

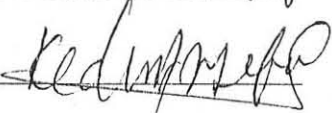
Name Bedi U Tekir

Signature 

Date 12/05/2011

This thesis has been submitted for examination with my approval as university advisor.

Name Kedir Assefa

Signature 

Date of submission 13.05.2011