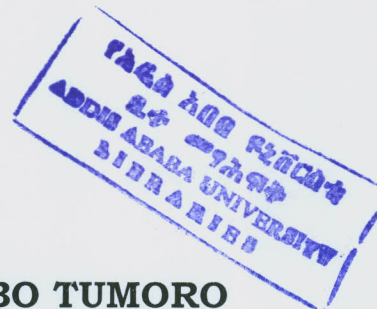


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF LANGUAGE STUDIES**

**DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE**

**THE IMPLEMENTATION OF ACTIVE LEARNING
METHODS AT COLLEGE LEVEL: THE CASE OF
HOSSANA COLLEGE OF TEACHERS' EDUCATION**



DENEKE LEFEBO TUMORO

June 2009

Addis Ababa

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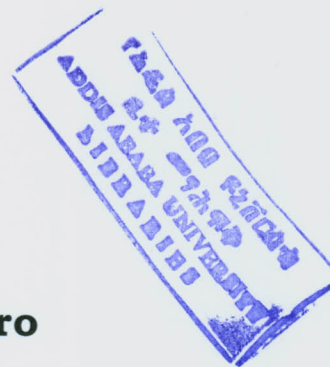
**A Thesis Presented To the School of Graduate
Studies**

Addis Ababa University

**In Partial Fulfillment of the Requirements for the
Degree of Master Arts in the Teaching of English as
a Foreign Languages (TEFL)**

By

Deneke Lefebo Tumoro



June 2009

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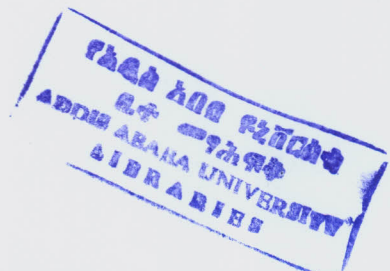
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ABSTRACT

The purpose of this study was to investigate the practice of active learning methods and to point out factors affecting the implementation of active learning. To conduct the study, case study method was employed. This study was conducted in Hossana College of Teachers' Education.

Accordingly, the data were collected from all (74) second year prospective teachers of English and from all (10) EFL teacher educators in the college. In the selection of this sample population, purposive sampling was used. The main data gathering instruments were observation and questionnaire. Moreover, interview and over viewing of EFL course modules were used as supplementary instruments. The data were analyzed by both quantitative and qualitative research methods. The quantitative research methods employed were frequency counts and percentages. Open ended questions, interview and overview of course modules were analyzed qualitatively.

The findings of this study reveal that both teacher educators and prospective teachers have a positive perception towards active learning. Nevertheless, their positive perception did not help them practice active learning methods frequently. The most commonly used active learning techniques in EFL classes were group work and questioning. Duly, most of the active learning methods were found as being implemented less frequently in EFL classes of the college.

Among the factors hindering the effective practice of active learning; teacher educators tendency towards traditional/explanation method, prospective teachers' lack of interest, crowded contents of EFL modules, class size, inadequacy of instructional materials were the major ones.

Finally, in order to minimize the impeding factors, based on the major findings some recommendations were forwarded by the researcher of this study.

Chapter One

1.1 Introduction

In the course of teaching- learning, instructional methods that have been employed can play a significant role in bringing a quality education. On the other hand, methods of teaching have been influenced by different theories of learning. Among these, constructivism is one. Formalization of the theory of constructivism is generally attributed to Jean piaget, who articulated mechanisms by which knowledge is internalized by learners. In this regard, the main idea of constructivism is stated by SED Letter (1996, on line) as follows:

Constructivist's central idea is that human learning is constructed, that learners build new knowledge up on the foundation of previous learning. This view of learning sharply contrasts with one in which reception, not construction, is key... Learners construct new understandings using what they already know. There is no tabula rasa on which new knowledge is etched. Rather, learners come to learning situations with knowledge gained from previous experiences:

[Http://www.sedl.org/pubs/sedletter/vogno3/practice.html](http://www.sedl.org/pubs/sedletter/vogno3/practice.html)

From the above discussion, what we may deduce is that learners have their own role to play in the learning process, and constructivism is the theory of learning which supports learners' participation. This is further confirmed by (Brown et al., 1989; Ackerman, 1996 cited in Wikipedia,) as social constructivist scholars view learning as an active process where learners should learn to discover principles, concepts and facts for themselves. And as individual learners make meanings through the interactions with each other and with the environment they live in. Hence, knowledge is a product of humans and is socially and culturally constructed.

Thus according to the constructivist view, learning may be meaningful and learners may be able to value their learning through their active

participation. This view is further supported by McCluskey et al. (2001) cited in Yalaw (2004:19) as:

.... an individual learns better and gets the most out of the total process of education, when education is meaningful to him/her and he/she values learning, as well as when he/she actively participates in the learning process. Learning does not take place when the learner is a passive recipient of information presented by the teacher.

In the realm of language teaching the intention of making learners active participants in the course of learning and decision making has been emerged since the 1960's being influenced by constructivist view of learning. This is further confirmed by Tudor (1996:1) as follows:

The desire to find a means of making language teaching more responsive to learners' needs, and thus more 'learner-centered', has been a consistent feature to both writing and practical experimentation in language teaching since the 1960s.

Active or participatory language learning as a method has lied its foundation on different language teaching trends since the aforementioned period. Since then different perspectives on language teaching implicitly or explicitly have introduced some aspects of active learning. Thus it is possible to overview how some of these language teaching trends such as communicative language teaching, learning strategy research, humanistic language teaching, etc., have realized the development of the approach.

One of the trends which has come to be known as communicative language teaching (CLT) originated in the mid- 1960s as the result of discontent with the essentially code based perspective of language teaching in the then approaches (audio- lingualism and the grammar translation method); and for the desire to develop course design

structures which were more flexible and more responsive to students' real world communicative needs has its share in the development of active learning method (Tudor; 1996). In this regard two major contributions of CLT has been further stated (Ibid: 10) as in the following:

Its contributions to the development of learner centeredness may be seen on two main levels. Firstly, and most importantly, the communicative movement accorded a central place in course design to the communicative goals of the learners concerned..... Secondly, on the methodological level, CLT fostered an experiential form of language study in which learners' real world experience and concerns were given a central role in learning activities.

In the same way, various researches conducted from the early 1970s in to the attitudinal and behavioral characteristics of second language learners settled to introduce the concept of 'learning strategy', (Rubin, 1987 cited in Tudor, 1996). In this regard the impetus to the development of a more learner- involvement perspective on language teaching has been pointed out by Tudor (1996:11) as "... Learning strategy research represented a coherent attempt to 'listen' to learners and to use learners' own insights and preference to shape language teaching practice."

Another perspective worth mentioning with the development of active learning method is the humanistic movement in language teaching. The humanistic language teaching approaches such as Total Physical Response, Community Language Learning, Silent Way and Suggestopedia, which have been introduced in teaching language since 1970s have played some roles in the development of participatory learning. To this end, as indicated by Tudor (1996), humanistic

movements in language teaching have contributed some principles of active learning in two ways:

- By allocating a central place in language teaching to the subjective and personal concerns of the learners, and,
- By being concerned with learning process it self, in particular with respect to learners' affective involvement in their language study.

As indicated so far, the trend towards a more learner- responsive or active learning method to language teaching should not be seen as a product of a single coherently structured school of thought for scholars of constructivist view of learning. In line with this, the intention to get learners participated and realizing quality Education in Ethiopia has started since the 1990s. This is further confirmed when we refer to different versions of the New Education and Training Policy (1994) and the Education and Training Policy and its Implementation (2002). Moreover, the Ethiopian government has aimed at employing active learning methodologies to bring quality in education system. In this regard, USAID (2007:1) has confirmed this below:

One of the most important areas targeted by the government for the quality reform has to do with instructional methods. Parallel to the rapid expansion of the education system, the government called for improving quality of education by introducing interactive or active learning methodologies in the classroom. This was because employing interactive teaching and learning process was believed to be effective for improving student learning.

In addition, Firdissa (2005) has further stated that instructional strategies such as active learning methods would enhance learners' commitment and active participation, and that is why the current

educational policy of the Ethiopian government favors the implementation of active learning strategies.

1.2 Statement of the Problem

Implementation of active learning method requires the involvement of both teachers and learners in the process of learning than active teaching which makes the teachers as the only responsible bodies for the learning to happen. In confirming this further, (McCombs and Whistler, 1997; Tudor, 1993) have stated that in a learner-centered approach, students are seen as being able to assume a more active and participatory role than is usual in traditional approach. And the teacher is also supposed to give attention to meet individual learner's needs by being in charge of implementing the curriculum and influencing student's learning.

By implication, active learning involves learners in doing things and thinking about the things they are doing. And to initiate the process of desired behavioral change, teachers are supposed to utilize the views of their students.

From the discussion that have been made so far what may be noted is that a new paradigm shift of learning and acquiring knowledge is introduced in our educational system. This implies that centering learning on teacher has been replaced by centering learning on learners. The Education Policy Statement of Ethiopia refers frequently to the employment of learner-centered, active-learning, and problem solving approaches in different contexts. In the same way reformation of the curriculum has been made to require teachers to implement active teaching-learning methods in the classroom.

However, what may be questioned is whether the actual practice of the new instructional method (active learning) is prevailing in primary, secondary, and tertiary levels of the education system in the country. As evidence to its non existence, Amare and Temechegn (2002) point out the failure of the new curriculum and the shift to learner- centered methodology as not being successfully accepted and employed by the majority of the teachers. In addition, Yalew (2004) states the prevalence of teaching traditions practiced in Ethiopian schools, which indicates that teachers are still playing dominant roles to guide and control the learning process in the secondary level of education. And the students themselves wait until they are told to do something, expecting a lot from their teachers.

In Ethiopian school system English is given as a subject beginning from kindergarten to higher institutions. English as a second language has got some roles in Ethiopian context. To mention some of these, it is a medium of instruction in different grade levels, it is a required language in some working environment, and it is a means of communication in some instances in the community. Thus maintaining active teaching and learning in English classes has a paramount importance

Nowadays, various attempts have been made by the Ministry of Education at higher institutions to institutionalize active learning. Duly, one of these attempts is the Higher Diploma Program which is intended to certify teachers at the levels as Licensed Teacher Educators (MoE, 2003/4). In the teachers', handbook of this program, active learning as a method of teaching to make learners participated in their learning is treated as one aspect. The very rational of promoting active learning in this level is to train the prospective teachers as competent and responsive in their career.

As far as English language teaching is concerned, various nations in the world in general and different regional governments of Ethiopia in particular are using it in different class level as a school subject and as a language of instruction. One of these regional Governments is the Southern Nation Nationalities and Peoples Regional Government (SNNPRG). In this region, English language has been used as a medium of instruction beginning from grade five to higher institution. Thus SNNPR is one of the regions which need competent, reflective and responsive teachers of English as a second language.

Nevertheless, the practice of active learning methods at EFL classes of teachers' education colleges in Ethiopia in general and SNNPR in particular are found to be discouraging. In this regard, (Mengistu, 2007; Tesfaw, 2007) have found the practice of active learning methods in English classes of teachers' training colleges below the expected level.

In the same way, the teaching experience of the researcher of this study at the college level in SNNPR confirmed the low practice of active learning methods. This low implementation of active learning methods in EFL classes may be the result of various factors. Effective practices of the method requires the teachers' knowledge and have positive perception towards it, learners' positive perception of the methods, appropriate designing of the EFL teaching materials, the prevalence of conducive environment to implement, and the like.

In regards to the above mentioned assumptions, the studies which have been conducted on college of teachers' education are not comprehensive. For instance, studies by Mengistu and Tesfaw on practice of active learning methods at college level were limited to college of teachers' education which are found in only two regions of the country (Amhara and Oromia regions). Moreover, the focus of these studies was based on the teaching-learning process in the actual classroom, and on the

information provided by the trainees, teacher educators and administrators. None of these studies has tried to see the contribution of EFL teaching materials in implementing active learning methods. Thus the researcher of this study has noted that the comprehensive study on investigating the practice of active learning methods which would cover many more colleges of teachers' education is needed. In this regard, this study is hoped that it will add its share by investigating the practice of active learning on one of the teachers' education college in SNNPR. In addition, this study will try to fill the gap which has not been covered by the previous studies, by over viewing the EFL teaching materials' contribution in institutionalizing active learning methods.

In light of the assumption mentioned above, this study will try to explore the extent of active learning methods implementation in EFL classes at Hossana college of Teachers' Education.

1.3 The Objective of the study

The major objective of this study is to point out the practice of active learning methods in EFL classes of Hossana College of Teachers' Education. Moreover, this study is intended to investigate some factors affecting the implementation of active learning. In order to achieve these objectives some broad and specific research questions were set.

1.4 Research Questions

1.4.1 Broad research questions

In order to achieve the main objectives of the study, the following basic research question was set:

- What are the factors that influence the conceptions and actions of teacher educators and prospective teachers in implementing active learning?

1.4.2 Specific research questions

The following are specific guiding research questions under the broad basic research question:

1. How do teacher educators and prospective teachers perceive active learning?
2. How often do teacher educators and prospective teachers take part in orientations and trainings on active learning?
3. How often do teacher educators implement and prospective teachers involve in active learning?
4. Do teacher educators and prospective teachers have a necessary knowledge on the theoretical underpinnings of active learning?

1.5 Significance of the study

This study is intended to investigate the implementation of active learning methods in the college of teacher education.

Duly, the researcher of this study hopes that the result of the study may have the following significances:

- It might help the concerned bodies of the teacher education colleges: prospective teachers, teacher educators, curriculum designers, material developers in both nation wide and regional levels, to see the institutionalization of active learning methods and to work together for further implementation. Moreover, other

researchers may use it as reference for further investigation and description.

- It may point out barriers that impede the implementation of active learning methods by both teacher educators and prospective teachers.

1.6 Delimitation of the study

This research is confined only in one of the regions of Ethiopia (SNNPR) though there is a need to be conducted in a wider scope. Among a few of studies which have been done in this area of study in the national level, none of them has been conducted in SNNPR. There are four government colleges of teachers' Education in this region: Awassa College of Teachers' Education, Arbaminch College of Teachers' Education, Bonga College of Teachers' Education and Hossana College of Teachers' Education. Among these colleges only one (Hossana College of Teacher's Education) was chosen as the area of this study. The researcher has preferred this college for it is the recently established one and as the result the college may encounter some problems in its training program. Moreover the focus of this study is confined on implementation of active learning though there are other aspects worth including in the study because of financial constraint.

1.7 Limitation of the study

In the review of related literature of this study various variables related to active learning methods were discussed. However, some of these variables were not handled in the data gathering instruments by the assumption that they would be new concepts to the respondents. Hence excluding these variables limited the possible information that would be obtained on active learning.

Chapter Two

Review of Related Literature

2.1 Learning theories

The historical background of active learning as the instructional method has been discussed in the first chapter of this study. In line with this a review of related literature will be made focusing on the major theories of learning and how they underpin active learning methods. In a more precise way, some principles and types of active learning methods, relevant research findings and some barriers that impede the implementation of active learning is to be reviewed.

Before the appearance of modern experimental psychology at the end of 19th century as a discipline by its own right, some classical theories of learning were forwarded by some philosophers. The philosophers tried to answer the questions: how is learning occurring? Or how is it that a learner is able to understand something new? In this regard it is important to note the views of Plato (ancient Greek philosopher) and Locke (British philosopher) in answering the above questions (Phillips D.C. and Soltis J.F, 1991).

As Phillips and Soltis State, for Plato knowledge is innate; it is in place in mind at birth. In other words, learning was a process of recalling what the soul had already seen and absorbed and teaching is simply the helping of their remembering process. Plato also regarded learning as a rather passive process in which impressions are made up on the receptive soul or mind whereas John Locke long years after Plato developed a theory of learning that was to profoundly influence the early development of modern psychology, as well as shape educational practice down to the present day. Locke could not accept the Plato's view and came up by his own view of learning which says that the infant came in

to the world with a mind that was completely devoid of content- it was like an “empty cabinet,” a “blank slate”, or a “tabula rasa”. On the other hand, Locke seems to have realized that something had to be present for the child to be able to learn i.e. the human infant is born with certain biologically performed abilities, but these lay dormant.

Thus it seems from the above ground that later learning theories of psychology have arisen. The next sections of this study will overview some learning theories of psychology.

2.1.1 Behaviorism

There was a spate of activity in closing years of the nineteenth century onwards directed at how animals learn the nature of drives, instincts, problem solving and the like. Behaviorism developed out of this ground. (Phillips D.C & Soltis J.F., 1991). In other words, the early views of learning were unable to explain some important aspects of learning such as critical thinking and problem solving. Hence behaviorism is one of the psychological perspectives of learning which has been forwarded in order to alleviate the limitation of the classical theories of learning. And behavioral psychology is interested in the study of changes in manifesting behavior. For behavioral psychologists, as stated by Eggen D.P. et al. (2001) and Murphy E. (1997), learning occurs because of selective reinforcement of an individual’s response to events that occur in the environment. The mind is seen as the empty vessels to be filled or as a mirror reflecting reality. Moreover, learning occurs for instance, when learners repeatedly give specific observable desired responses to questions.

At this point what one may need to note is, how behaviorism is reflected in an instructional situation. In this regard, Jonassen (1991) cited in Murphy, E. (1997: online) has the following to say:

Behaviorism centers on students efforts to accumulate knowledge of the natural world and on teacher's efforts to transmit it. It therefore relies on a transmission, instructional approach, which is largely passive, teacher-directed and controlled. Classes are usually driven by "teacher talk" and depend heavily on textbooks for the structure of the course. There is the idea that there is a fixed world of knowledge that the student must come to know. Information is divided in to parts and built in to a whole concept. Teachers serve as pipelines and seek to transfer their thoughts and meanings to the passive students. There is little room for student-initiated questions, independent thought or interaction between students.

<http://www.ucs.mun.ca/~emurpy/stemnet/cle2b.html>

Behaviorism as learning theory has a profound impact on language acquisition in general and second language learning in particular. The best proponent of this psychological theory who made an attempt to construct a behaviorist model of linguistic behavior was B.F. Skinner (1957). He embedded the linguistic behavior in his classic, *Verbal Behavior*

As the traditional behaviorists hypothesized, when children imitated the language produced by those around them, their attempt to reproduce what they heard received positive reinforcement. This could take the form of praise or just successful communication. After being encouraged by their environment children might continue to imitate and practice these sounds and patterns until they formed habits of correct language use (Brown, D.S, 1994; Spade, N. and Lightbown P.M., 2006). Thus what we may understand from this is that imitation, practice and reinforcement as the primary process in language development.

Behaviorism has also applications in teaching and learning of second language. Mimicry and memorization are some of the applications. In this aspect, it is important to see how behaviorism influenced the

development of audio-lingual teaching materials and teacher training between 1940s and the 1970s. This is stated in (Spade, N. and Lightbown, P.M. 2006:34) as follows:

Classroom activities emphasized mimicry and memorization and students learned dialogues and sentence patterns by heart. Because language development was viewed as the formation of habits, it was assumed that a person learning a second language would start off with the habits formed in the first language and that these habits would interfere with the new ones needed for the second language. Thus, behaviorism was often linked to the CONTRASTIVE ANALYSIS HYPOTHESIS.



Hence, behaviorism is one of the psychological perspectives that laid the foundation for the development of active learning at least by raising the concept of critical thinking and problem solving in the process of learning

2.1.2 Cognitivism

Cognitivism as a theoretical perspective of learning has come to exist based on the limitation of behaviorism which treats learners as only passive recipients of reinforcers and punishers rather than thinking, strategic learners. Moreover, researchers found that much of learning is the result of students' active attempts to make sense of what they learn though reinforcers and punishers do in fact influence behavior. Thus to educate humans should go beyond modifying behavior, rather an educator must help the student learn how to develop strategies for learning (Eggen, et al; 2001; Sands, 1997).

Learning as an active interaction of learners with the environment to construct their own development is supported by various theoreticians. For instance, Dewey (1859-1952) reviewed in (Phillips and Soltis, 1991) states that in nature thinking and learning were stimulated by problems

that the learner was interested in solving in the real world. This is for that the learner was both physically and mentally active and alert and engaged. In the same way, piaget (1896-1980) mentioned in (Capel, et al. 1995; and Sands, 1997), views that learners as actively constructing their own development through their interactions with the environment. And they learn better when they can invent knowledge through inquiry and experimentation instead of acquiring facts presented by a teacher in a class.

From the above discussion what we may note as the main concern of cognitive psychologists is, their particular attention with what goes on internally in the learners mind when learning takes place. For them it seems that learning is not a simplistic and observable change of behavior that heavily depends on the guidance of the teacher. Instead it is an independent process where by the student actively encounters, processes and manipulates information.

Now, the next important thing is the application of cognitivism in the realm of language learning. In this regard, there are two perspectives which hypothesis about language learning: the innatist perspective (it is all in the mind) and interactionst perspective (learning from inside and out). These two perspectives are not totally different. This is for both perspectives recognize a powerful learning mechanism in the human brain.

One of the most influential figures on how language is acquired Noam Chomsky states about innatist perspective that all human languages are fundamentally innate and that the same universal principles underlie all of them. As he argued children are biologically programmed for language and the language develops in the child in just the same way that other biological functions develop. He further states that the environment

makes only basic contribution, for instance the analyzability of people who speak to the child. But the child or the child's biological endowment will do the rest (Spada and Lightbown, 2006)

On the other hand interactionists as it has been stated in (Ibid) argue that the innatists place too much emphasis in the learners' competence but not enough on the development aspect of language learning. For innatists language learning is but one example of the child's remarkable ability to learn from experience, and they see no need to assume that there are specific brain structures devoted to language learning. Instead, they have focused on the interplay between the innate learning ability of children and the environment in which they develop by attributing more importance to the environment than the innatists do.

Cognitive psychologists working in an information-processing model of human learning and performance see second language learning as the building of knowledge that can eventually be called on automatically for speaking and understanding. In confirming this, (Segalowitz, 2003 cited in Spada and Lightbown, 2006) states that learners have to use their cognitive resources at first to any aspect of language that they are trying to understand or produce.

2.1.3 Constructivism

The learning perspectives discussed so far have depicted a learner as a lone investigator who may be actively interactive with the environment, or may be a passive recipient of stimulation or experience. Hence it seems that the above perspectives have missed to realize that the learners belong to social groups. The social groups to which the learners belong may have a profound impact towards their learning. In confirming this, (Phillips and Soltis (1991) states that learners have parents,

teachers, peers and their friends with all of whom they communicate and interact, and receive guidance and stimulation.

The central idea of constructivism has been stated in the section 1.1 of this study clearly. Perhaps what is needed to be raised here is how learning is viewed by social constructivists. John Dewey and Vygotsky are among the prominent figures of social constructions. According to them and other theoreticians, the learner has to arrive at his or her own version of the truth, influenced by his or her background culture or embedded worldview. Moreover, social constructivists stress the importance of the nature of the learners' social interaction with other more knowledgeable members of the society.

In the same regard Collins, G. and Resnick (1995) as cited in USAID (2007:7) has stated that social constructivists' conception of the learning environments as follows:

Communication among students (discussion, argumentation inquiry teaching, brainstorming) information transmission (reading lecture new media) problem solving (a step-by-step approach to reaching solutions apprenticeship, projects), training (drill rehearses practice, programmed instruction, homework intelligent tutoring systems), evaluative performance and recitation and testing.

Thus, what we may infer from this explanation of constructivists is that there are different techniques or strategies which help learning to happen actively. Constructions in general generate rather a different view of what constitutes teaching learning and how it might be carried out in the classroom. In this regard, the following features of a constructivist learning perspective that could have an impact on teaching/learning situations is forwarded by Driver and Bell (1986) as cited in Capel (1995:222) as follows:

- Learners are not viewed as passive but are seen as purposeful and ultimately responsible for their own learning.
- Learning is considered to involve an active process on the part of the learner. It involves the construction of meaning and often takes place through interpersonal negotiation.
- Knowledge is not 'out there' but is personally and socially constructed.
- Teachers also bring their prior conceptions to learning situations in terms of not only their subject knowledge but also their views of teaching and learning. This can influence their interaction in the classroom.
- Teaching is not the transmission of knowledge but involve the organization of the situations in the classroom and the design of tasks in a way which promotes learning.
- The curriculum is not that which is to be learnt, but a program of learning tasks, material and resources from which pupils construct their knowledge.

Constructivism as a learning theory has also an application in language learning. Among the constructivists Lev Vygotsky was one who conducted research on social aspect of language learning. As Spada and Lightbown (2006) have stated, Vygotsky concluded that language develops primarily from social interaction and that in a supportive environment; children are able to advance to a higher level of knowledge and performance. Moreover in Vygotsky's view, there was essentially internalized speech, and speech emerged in social interaction.

Extending of Vygotskian theory of learning to second language acquisition has shown that the language learners acquire language when they collaborate and interact with other speakers. In other words,

learning by talking is the social constructivist's application in second language learning.

2.2 Types of Instructional methods

Instructional methods are the means by which teachers attempt to impart the desired learning or experiences in a way that learners understand and bring behavioral changes. And the knowledge of a variety of instructional methods and the flexibility to change them are important things that teachers should have (Borrich, 1988; Firdissa, 2005). In the same way, an ability to select an appropriate instructional strategy for a particular learning to happen is a teacher's task. This is further supported by Borich (1988:140) as follows:

Just as a carpenter, electrician, and plumber must select the proper tool for a specific task, the teacher must select the proper instructional strategy from a given type of learning outcome. Because specific teaching strategy should always be selected with a given purpose in mind.

A major rationale of instruction is to lead a learner to independence and the ability to learn for himself or herself. Thus teachers are supposed to vary the kind of instructional methods in order to help learners achieve the desired effect.

To this effect, instructional methods are classified into different types. The classification ranges from those methods which center a teacher for the purpose of instruction to those methods which center a learner in course of teaching- learning. In this regard, some types of instructional methods are to be reviewed below.

2.2.1 Teacher Centered Instruction

This type of instruction gives to the teacher a full responsibility for making decisions about what will be learned, how it would be learned,

when it will be learned and if it has been learned. Moreover, the teacher is the person in authority in the learning situation (class) whose role is to impart knowledge and skills to the learners. And learners tend to see themselves as passive recipients of knowledge, expecting the teacher to be in charge of their learning (Nunan, 1992; Knowels et al., 1998, cited in Tibabu, 2007).

In the teacher centered instruction, it is the teacher who has the right to analyze and set strategies of accomplishing learning tasks. Dully Muller-Verweyen (1999:80) states the teacher's role concerning tasks as follows:

In traditional teaching [teacher-centered approach], it is the teacher who (1), analyze, tasks and formulates appropriate goals for such tasks, (2) decide upon appropriate strategies either tried and tested or to be newly developed, (3) supervises adherence to the strategy during its execution and success, and finally (4) examines whether the tasks was accomplished and the goal was reached.

Therefore what we may deduce from the above discussion is that teacher centered instruction has a limitation in promoting learners active involvement in the course of learning. Besides, this type of instruction may not give the learners the opportunities to discover their own learning strategies.

2.2.2 Student- centered instruction

A central notion of this type of instruction is learner education; which emphasizes the rational of helping them to develop an awareness of their learning in terms of the following knowledge: a) their self- concept and view of their role as a learner; b) the process of learning, and c) the learning task (Nunan, 1992). In contrary to the teacher- centered instruction, here the role of the teacher is limited in course of learning. For instance, the class behavior is owned by whole group of which the

teacher is one member. In other words, the teacher is not the authority to control and manage each and every aspect of learning. Perhaps the learners may take a lion's share for their learning.

As stated further by (Ibid) in this type of instruction knowledge is seen as open to negotiation and redefining by challengeing existing constructions of meaning. And learning can become a discovery of new understandings for the learners rather than being recipients of their teacher's insights.

2.2.3 Direct Instruction

The direct instruction strategy is a teacher- centered strategy which uses teacher explanation and modeling combined with student practice and feedback to teach concepts and skills. But the teacher centeredness here does not imply that the learners are passive as they are in the teacher-centered instruction. Thus, the teacher centeredness is for the notion that the teacher identifies lesson goals and initially explains the content and skills for the students. And students are actively involved in developing initial understanding and practicing to mastery (Eggen, D.P. et al., 2001).

Regarding the teacher's role in this instruction, Borich, G.D. (1988: 143) has the following to say: "In the direct instruction model, the teacher's role is to pass facts, rules, or action sequences on to students in the most direct way possible. This usually takes the form of lecture consisting of explanations, examples, and opportunities for practice and feedback." In general in direct instruction lessons, the teacher takes the major responsibility for explaining content and the learners become very active to respond to the teacher's questions, examine examples, and practice them.

2.2.4 Indirect instruction

Indirect teaching is a kind of teaching method in which the process of learning is inquiry learning that resulted in discovery and the learning context is a problem. In contrast to direct instruction (which consists teaching of facts, rules, and actions), this type of instruction involves the teaching of concepts, patterns and abstractions (Borich, G.D., 1988). Thus, what may be inferred from this is that indirect instruction requires a learner to go beyond what has been presented in order to acquire some kind of behavior. That means the student's learning is the result of indirectly transforming some rules and examples, which are presented by the teacher.

So far, an attempt has been made to discuss different types of instructional strategies. The close analysis of the above instructional methods may indicate how they are related to each other and differ from one another. Now the likely question is, whether we could classify active learning in along the line of the above groups of instructional methods or not. For various researchers active learning is not a single instructional method but it is the approach of learning which has the feature of various instructional methods. Now, the following sections of this study will tend to enlarge on what active learning means and related notions briefly.

2.3 What is active learning?

As different research works (Chickering and Gamson, 1987; Meyers and Jones, 1993; Mckeachie W J., 1998) have stated that it is unlikely to state a single definition of active learning. This is because active learning does not refer to a single instructional method or approach. But it is treated as an instructional approach that comprises various learning techniques or strategies, which are focusing on learners' involvement. Sometimes active learning method is referred to mean cooperative

learning. And in most common instances it is used to mean learner-centered learning. Below we see how active learning is explained in different research works.

Bonwell and Elison (1991) have indicated how it is difficult to find a common definition, and as all learning is perceived as active by nature as indicated in the following way:

“Surprisingly, educators’ use of the term “active learning” has received more on intuitive understanding than a common definition. Consequently, many faculties assert that all learning is inherently active and that students are therefore actively involved while listening to formal presentations in the classroom.”

www.ntif.com/html/lib/bib/91-gdig.htm

In the same regard, Chickering and Gamson (1987: online) have the following to say:

... students must do more than just listen: they must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved students must engage in such higher-order thinking task as analysis, synthesis, and evaluation. With in this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing.

www.ntif.com/html/lib/bib/91-gdig.htm.

Concerning the assertion that says active learning is a method of learning which comprises many other techniques, and basic assumptions, from which it drives have been indicated in the following way by Meyers and Jones (1993:online):

Active learning refers to techniques where students do more than simply listen to a lecture. Students are doing something including discovering, processing, and applying information. Active learning derives from two basic assumptions: 1) that

learning is by nature an active endeavor 2) that different people learn in different ways.

http://www.cat.ilstu.edu/additional/tips/new_active.php

In confirming the above statements further, Wikipedia: active learning, and Mckeachie, W.J. (1998) pointed that active learning is an inclusive term that refers to several models of instruction that focus the responsibility of learning on learners and involves them directly and actively in the learning process itself.

Moreover, in the course of language teaching and learning Tudor, I. (1996) referred active learning as a means of allowing learners to play a fuller, more active and participatory role in their language study. Tudor has further stated that effective language teaching refers to making teaching structure of the language more responsible to the needs, characteristics and expectations of learners, and encouraging learners to play an active role in the shaping of their study.

In general, from what has been discussed so far on defining active learning, it might be deduced as active learning occurs when the learners are active participants throughout the activities of learning.

2.4 Characteristics of active learning

Since active learning refers to various techniques of instruction, it is likely to have various features to characterize it. Knowing major characteristics of active learning may help one in implementing it in the process of teaching learning. As (Bonwell and Elison, 1991; Capel, et al. 1995; Tudor, 1996) have stated, some characteristics of active learning are:

- Students are involved in more than listening and less emphasis is placed on transmitting information.

- More emphasis is placed on developing students' skills where they are involved in higher- order thinking (analysis, synthesis, and evaluation).
- Students are engaged in activities (e.g. reading, discussing, writing), and greater emphasis is placed on students' exploration of their own attitudes and values.
- Active learning promotes habits of learning in which it is characterized as learning how to learn.
- Active learning entails an active and reflective involvement of learners in their course of study.
- Active learning lets learners create their own interpretation of the world of information.

2.5 The importance of active learning

Active learning has a profound significance for both teachers and learners in course of learning. This may range from enhancing individual learner's retention skill to promoting group behavior. In this instance, Capel, et al, (1995:229-230) has the following to say:

Active learning strategies benefit both teachers and pupils. As a teacher it enables you to spend more time with groups or individuals, which allows better quality assessment to take place. For the pupils the methods encourage autonomous learning and problem- solving skills important to both academic and vocationally based work. The advantages of active learning to pupils include greater personal satisfaction, more interaction with peers, promotion of shared activity and team work; greater opportunities to work with a range of pupils; for all members of the class to contribute and respond.

Furthermore, active learning strategies which focus on cooperative learning have some contributions in effective learning of students. In confirming this, Mckeachie (1998) points the following benefits:

- *Individual students may get stuck on a problem and give up, whereas groups of students tend to keep going,*
- *Students become exposed to alternative problem solving strategies.*
- *Students are much less fearful of generating and answering questions among themselves than individually and directly to the instructor in class,*
- *Students learn best when they tend to teach other students.*

[http:// courses.science.fau.edu/~r Jordan/active-learning.htm](http://courses.science.fau.edu/~r Jordan/active-learning.htm)

More important is that when learning gives students the chance to actively engage in the process and when teachers allow them to see the relation between what they know and experienced, it encourages the development of creativity, inquisitiveness and motivated learning. Moreover, students active participation in guided and authentic collaborative exercise help students to expand their thinking and build new knowledge (Lambert and Mcombs (1998), as cited in Yalew (2004).

To sum up, as various researcher have pointed out active learning provides opportunities for students to learn meaningfully by talking, listening, writing, reading, and reflecting on the content, ideas, issues, etc. Moreover they could retain more content for a longer time and might be able to apply that material in broader range of contexts.

2.6 Integrating active learning in the classroom

Active learning techniques can have a powerful impact upon students' learning. Thus employing them in the classroom is vital. To this effect, active learning may be integrated in the classroom learning process in different ways. For instance, lecturing, which may seem to be inherently passive, can be an active learning experience if,

- Students are provided with a set of questions as well as instructions to look for answers within the lecture.

- Students are asked to jot down questions during pauses in the lecture. Hence, the following class may then begin with these questions, which can function as connectors from the previous class to the present class.
- Students are periodically asked throughout, the lecture to silently make connections between the current material and course materials covered previously (using active learning: on <http://learningforlife.fsu.edu/ctl/explore/online/resources/docs/chapter8.pdf>)

In supporting this further, Bonwell and Alison (1991) pointed that inserting brief demonstrations or short, upgraded writing exercises followed by class discussion are simple but effective ways to involve learners during a lecture. Active learning can also be integrated in the areas of skill development. For instance, as some research studies have shown, students who have been reading passively through their life can be made to read in an active way. For example, as teachers we have to show them our own examples of active reading, taking a page from their own assigned reading. Then we get them submit a page or two of their own active reading, at first. And later showing them where one more vertical step in their thinking about the text, or how using the text to reflect on the larger subject of the course to broaden and sharpen their thinking and learning.

By and large, it seems possible to incorporate active learning in the classroom. The overview of different active learning techniques or strategies in the following section may provide us more insight to possible ways of integrating them in classroom learning.

2.7 Review of active learning Techniques

A. cooperative learning

Cooperative learning is a subject of active learning activities in which students do in groups of three or more, rather than alone. In employing this kind of strategy, teachers can put learners in a situation where they work together to reach common goals. When students are working to get the common goal, they will develop a team spirit and will begin to help each other. Here group goal does not mean individual effort is not needed; however, individuals' concern to master the concepts and skill's being taught has a paramount importance.

Compared to teacher- centered learning, cooperative learning requires different roles to be played by both teachers and students. In cooperative teaching, teachers often use whole- group instruction to introduce and explain basic concepts and skills. But they remain facilitators of the group learners after presentation. However, teachers are the center of activity and use whole- group instruction to explain content in the case of teacher- centered learning. In cooperative learning, learners are active and responsible for their own learning opposed to being recipient of only information in teacher centered learning. In general, as Eggen, D.P. et al., (2001) states, cooperative learning can be used to reach a variety of goals which ranging from higher achievement, improved motivation, better social skills, and improved reactions between students from diverse backgrounds.

B. Group Work

Group work is a strategy, which is interactive in its nature that gets learners work together. It can be used to reach both low and higher-level goals. Group work can also be used to stimulate students thinking (Wallace, J. and Michael, 1991; Eggen .D.P. et al; 2001).

As it is indicated by (Wallace, J. and Michael, 1991), group work is not an instructional method per se; rather, it is a strategy designed to increase students involvement when another instructional, strategies are used. For instance, a) think- pair- share, b) pair-work c) cross-group activities d) case studies e) and games are some of active learning strategies that group work encompasses.

1. Think -pair-share: - this is one of the group work strategies that ask individual students to be in learning pairs to first solve a problem (think). Then the teacher asks students to discuss their answers with the partner sitting next to them (pair). And finally, the teacher asks or chooses student pairs to share their ideas with the whole class (share). In using this strategy, teacher asks a question as he/she normally would but then, instead of calling a particular person, asks all students think about the answer and discuss it with their partner (Eggn,D.P. et al 2001; Kathleen , M; 2008). In this regard, this strategy may elicit responses from everyone in the class and promote active learning.

2. Pairs check: - in this type of group work strategy student will be in pairs for seat work activities which focusing or problems with the same answers. This strategy usually follows instruction in which a concept or skill has been taught. Here pairs can be given handouts containing similar problems or questions (problems with answers that are clearly right or wrong, which as mathematics problems, spelling words, grammar, or punctuation). One member of the pairs works two or three problems, the other member of the pairs works two or three problems, the second member checks the answers, and then the roles are reversed.

3. Cross- group activities: - in this sessions, a class is divided in to smaller groups, which then interact in various ways, for instance a large group can be divided in to 'buzz' groups which then may share their findings (or some of them) with larger group. Another formation in the same regard is "pyramid" or "snowball" groups, in which an individual or

small group draws up a list of suggestions or ideas. These are then shared with another of the sub-groups, and some of the ideas are agreed on, and others rejected. The groups are doubled again, sharing ideas and making choices. Then the process goes on until some stage (Wallace, M.J., 1991).

The other strategy in the above line is “cross-over” groups. Here the class is divided into groups, which discuss the target issues. At the end of a specified period, one or more members of each group ‘crosses over’ and joins one of the other groups, sharing the views of his or her group with the new group.

4. Case Studies: - in case studies the data for group discussion and analysis is taken from an active, case. Case studies are a specific kind of problem-based learning that presents students with a segment or sample of a professional problem. After being assigned for groups to read, cases can be used in several ways. For example, class discussions and debates are some of these ways. Cases might be used as problem-based teaching aides in various disciplines. For instance, in teacher education students may analyze narratives describing teachers in real-life situations. In solving these cases, teachers are encouraged to apply knowledge from personal experiences, theory, and research to make informed decisions about teaching (Eggen, D.P, 2001; Wallace, M.J. 1991). Thus, cases from real-life help students explore the use of theory into practice. Moreover, students will learn to analyze, articulate their point of view, listen to others, bring about consensus, summarize, and then present their findings. Hence the strategy may increase students’ involvement and develop problem solving and cooperative skills.

5. Games: - In language learning, using games is one of the strategies which gets learners work in groups. Games such as crossword puzzles

can be adapted to course materials and used for review, assignments, or exams. Some language games can also be used at full class levels.

As Mckeachie et al. (1986), cited in Bonwell and Alison (1991), group work or group discussion in class is preferable to lecture if the objectives of the course are to promote long-term retention of information, to motivate students toward further learning, to allow students to apply information in new settings, or develop students' thinking skills.

C. collaborative learning

Collaborative learning is generally characterized by students working in groups in some sort of learning activity. The rationale of using this strategy is that students will be able to help each other learn better than if they were to study alone. The strategy requires group participation, hence students may come by being prepared to discuss the topic, or engage in the activities to contribute more. In this regard it may let learners to be accountable towards the work to be done collaboratively.

For this matter, the teacher may assign students to heterogeneous groups of 3-6. Then the students may choose a leader and a secretary (note-taker). The students then can be given a task to work on together. Finally, the group produces a group answer or paper or project. In general, this strategy may promote active learning by giving chance for individual students take part in some kind of work.

D. Peers teaching and correction

Encouraging students, to work together and learn from each other is one of the major principles of student-centered instruction. In this regard, peers teaching and correction is the strategy, which promotes collaborative learning. Duly, activities are structured so that learners have to pay particular attention to what their colleagues are saying. They

can teach and correct each other by bringing whatever individual resources they have.

The advantage of peer- correction in involving learners in the teaching-learning process is further pointed by Edge, (1989), as cited in Tudor (1996:215) as follows:

- When a learner makes a mistake and another learner corrects it, both learners are involved in listening to and thinking about the language.
- When a teacher encourages learners to correct each other's mistakes, the teacher gets a lot of important information about the students' ability.
- The students become used to the idea that they can learn from each other. So, peer correction helps learners cooperate and helps make them less dependent on teachers.
- If students get used to the idea of peer correction without hurting each other's feelings, they will be able to help each other learn when they work in pairs and groups, when the teacher can't hear what is said.

E. Questioning

This technique involves teachers testing students' knowledge by asking questions during the course of a lecture. The technique is known as a 'Socratic method'. Using this method to proceed through a lecture, a problem solving session, a demonstration, or simply as a stand- alone can be an effective active learning technique (Faust, J.L and Paulson, D.R., 2008). In using this technique a teacher may choose a particular student, presents him/her with a question, and expects an answer forth with; if the chosen student cannot answer the question presented, then the teacher chooses another until the desired answer is received.

Questioning is the most important skill that teachers can have for promoting both teacher- student and student- student interaction. And it further helps students see how abstract ideas relate to real- world examples. Moreover teachers may use this technique to ensure success, involve reluctant and in attentive students, and enhance students' self-esteem in the course of learning (Eggen, D.P., 2001).

F. Debates

Active learning may be institutionalized in the classroom when teachers get learners debate on some particular topics. Formal debates provide an efficient structure for class presentation when the subject matter easily divides into opposing views. To implement this technique, students are assigned to debate teams, given a position to defend, and then asked to present arguments in support of their position on the presentation day. Then the opposing team should be given an opportunity to rebut the argument(s) and, time permitting the original presenters asked to respond to the rebuttal. In using this strategy teachers may enhance learners' argumentation skills (Paulson, D.R and Faust, J.L: on line)

G. Project work

In the course of teaching- learning, project work can be used in order to transfer responsibility for the management of learning from teachers to learners. In confirming this further, Maley (1986), as cited in Tudor, I., (1996:219) states as follows:

Project work provides one solution to the problem of learner-autonomy, of making the learner responsible for his own learning. By its very nature, project work places the responsibility on the students, both as individuals and as members of a co-operative learning group. Autonomy becomes a fact of life.

Hence, project work is the type of active learning method that possibly related with student- centered teaching.

H. The Fish Bowl

When teachers prefer this technique, they get learners take some index cards and ask them to write down one question concerning the course material. Here students may be allowed to ask questions concerning the application of the learning material to practical contexts. Then at the end of the class period, students deposit their questions in a fish bowl. After this the teacher draws several questions out of the bowl and answers them for the class or asks the class to react by answering them. In this regard the practice of this strategy may help the course teacher in getting active learning happen in the classroom.

I. Concept mapping

The use of this technique requires students to illustrate the connection that exist between terms or concepts covered in course material. Here learners construct concept maps by connecting individual terms by lines, which indicate the relationship between each set of connected terms. In developing a concept map students are required to identify and organize information and to establish meaningful relationships between the pieces of information. It can be done individually or in groups, once or repeated as students acquire new information and perspectives, and can be shared, discussed, and critiqued (Mckinney, K., 2008). Hence the implementation of this technique in the learning situation may promote learners involvement in the course of teaching- learning.

J. Discovery learning

One example of active learning is discovery learning. It occurs when learners are left to discover things for themselves. In this regard, the use of a structured framework in which learning can occur is known as guided discovery. Guided discovery as a method of teaching is an



important component of differentiated learning strategies (Capel et al., 1995). Thus this technique may motivate learners by addressing individual attempt to achieve the intended result by using his or her preferred way of learning.

K. Brainstorming

Brainstorming is a kind of learning strategy which is used to get learners generate as many ideas on a particular topic as they can. Here learners are encouraged at the beginning to think up ideas no matter how unlikely. Then every suggestion may be recorded and decisions about particularity may be made later (Wallace, M.J.; 1991). Duly this technique can be used in many learning contexts. For instance it can be used in solving a problem, generating questions to ask about visual representation, or summarizing the key points of a lecture.

L. Telling a story

It is more likely to use story telling as a strategy in language classes. Teachers can present different grammar points by asking learners to tell some kind of story. The use of this strategy involves learners telling a story orally or in writing which comprises both historical events and the present implications. Thus, both past simple and present perfect can be presented here as grammar points (Tudor, I.; 1996).

Regarding the story to be told, various possibilities may exist. For instance, the story may relate to the learners own life, to a news event, or to the life of a well- known individual. Therefore, teachers may promote active learning to occur in the classroom by incorporating telling a story as one of the strategies.

M. Active listening and writing

Active listening gives students a chance to practice restating what they have heard in their own words. When students form and restate concepts in their own words, they may gain a deeper understanding of the

material and recognize where their grasp of the material is sufficient. In the same way, some commonly used short writing assignments ask students to reiterate what the teacher has said in class or what a textbook or article has stated. Hence these activities require students to think in writing, they clarify the material for themselves and see what they understand and in what they need help in making sense of it (using active learning: <http://learningforlife.fsu.edu/ctl/exploreonline/resources/docs/chapter8.pdf>).

N. Independent work

In using this strategy, teachers may get learners complete some problems and assignment by themselves. First they would do an activity/task in class in the presence of teacher who provides help if necessary and then at home on their own without the assistance of the teacher. Finally, the teacher checks the students' work and modifies the skill to prevent patterns of failure, if they exist. Hence, the incorporation of this technique in the classroom is likely promoting learners autonomy.

O. Role play and simulation

Role-play is a form of simulation in which the participants adopt certain roles or parts. For example: Head- teacher, parent, students, etc. Here students are asked to act out a part. In doing, they get a better idea of the concepts and theories being discussed. The implementation of this strategy may stimulate affective qualities, such as empathy, as well as understanding of concepts, points of view, and external constraints on personal actions.

Putting all the theories into practice, simulation can be learners' first chance to face the realities to what they have learned and the attitudes they have connected to the learning. Thus simulation is referred as a

group activity which requires learners to imitate (simulate) situations, usually those which are likely to arise in one's real- life professional activities. It may sometimes involve role play (Wallace, M.J.; 1991).

P. Self- evaluation

In employing this strategy, teachers may get learners evaluate their progress in the course of teaching- learning. Here students are involved in self-reflection on what they have learned, how they have learned and how much they have retained.

Student's self- evaluation of their own responses is usually encouraged by explicitly giving control of the evaluation function to students. Self- evaluations as a strategy tends to promote a student- to- student- back- to-teacher interchange as opposed to the more familiar teacher-to- student-back-to-teacher interchange (Borich, G.D, 1988). In general, self- evaluation is one of the learning techniques, which may promote learner's responsibility towards their learning.

2.8 Instructional Materials and Active Learning

Active learning shifts the focus of instruction from what teachers should teach or deliver to students to what do they want students to be able to do with course materials. Similarly students must enter class prepared to use assigned readings and reviewed material from past classes, etc. Not only are students expected to be up-to-date on course material, but to have assimilated the material so they can use and build on it. When students recognize that the course involves active learning, they will also recognize that they must be active if they are to succeed in the course (Meyers and Jones, 1993: online)

The place of instructional materials with in active learning system is further pointed by Nunan (1988:98) as follows;

As the focus [of learner-centered curriculum] will be on assisting learners to do in class what they will need to be able to do outside, the materials should reflect the outside world. In other words, they should have a degree of authenticity. This authenticity should relate to the text sources as well as to student activities and tasks. The materials should also foster independent learning by raising the consciousness of the learners and making them more aware of the learning process.

As various research studies have indicated authentic materials can be incorporated in instructional materials from different sources. These sources may include video clips, recordings of authentic interactions extracts from television, radio and newspapers, signs, maps and charts photographs and pictures timetables and schedules.

When we need to involve learners more in course of learning, it is likely to devise tasks and materials that specifically develop the learners' ability to choose. Duly, these tasks could involve learners in thinking more deeply about what they need to study and how they need to study.

In general, as (Ibid) suggests, materials, which are prepared to practice active learning, should:

- make clear the link between the classroom and the wider world
- foster independent learning
- be available
- accord with the learners expressed needs
- be used at more than are difficulty level
- have a clear pedagogical objectives

2.9 Research supporting active learning

The efficacy of cooperative learning as a strategy of active learning technique has been supported by various research studies. For instance,

in two investigations in to the efficacy of cooperative approaches to reading and writing instruction in different grade levels, as opposed to traditional instruction, Stevens, Madden, Slavin and Farnish (1987) cited in Nunan(1992) found that students working in cooperative groups significantly out performed those receiving traditional instruction on standardized measures of reading comprehension, reading vocabulary, language mechanics, language expression and spelling. Here it was also pointed that they performed better on writing sample and oral reading measures.

Besides, Bejarano (1987) cited in Nunan (1992) assessed the effects of two small group cooperative techniques and a whole class method on the academic achievement of 665 students. Then it was found that learners in both small group methods significantly out performed students in the whole class method.

Similarly some other research studies have shown that learner centered instruction get learners perform better than traditional teacher centered instruction. Dogru and Kalender (2007), cited in Wikipedia have made an attempt to confirm this. The researchers compared science classrooms using traditional teacher- centered approaches to those using students centered methods. In their follow-up assessment after 15 days, students who learned through student –centered methods showed better retention of knowledge than those who learned through traditional teacher-centered methods.

According to McCombs and Whisler (1997) cited in Yalew (2004) traditional teaching approach could be resulted in some problems in the teaching learning situation: high drop out rates, low achievement, low attendance, low student motivation to learn, etc. To this effect as the above researchers reported, the implementation of learner- centered

approach in schools has minimized many of the problems hence they pointed out that the learner centered approach with its combined focus on learning and learners provide a framework for increasing the likelihood of positive students experiences, resulting in increased student motivation, learning and achievement as well as teacher satisfaction and excitement about reaching more students.

Concerning the benefits of active learning techniques, Mckeachie, W.J., (1998), have stated what research studies pointed as advantages of employing active learning. In using active learning besides the retention of information there will be improvements in:

- student -teacher interaction,
- student -student interaction,
- academic achievement (i.e., grades) ,
- communication skills,
- higher-level thinking skills,
- theme work,
- attitude towards the subject and motivation to learn,

Moreover, active learning was found as it can address needs of different students. In this regard, Grinder (1991) cited in Tesfaw (2007) indicates that active learning strategies can better address the needs of different students who have different learning styles. For instance, most students are able to learn effectively as long as the teacher provides mixed visual, audition, and kinesthetic activity.

In general active learning is supported by various recent studies for its getting learners to be involved in the course of learning and constructing their own learning. This may be noted from what Eggen, D.PC (2001:115) states:

Current research on learning focuses on the role of the student. It recognizes that students do not merely passively receive or copy input from teachers but instead actively mediate it by trying to make sense of it and to relate it to what they already know (or think they know) about the topic. Thus, students develop new knowledge through a process of active construction.

2.10 Research findings on active learning in Ethiopian context

As various research studies have shown, employing active learning strategies in the classroom-learning situation would promote meaningful learning. That means teachers may have learners take part in their own learning. However, researches which have been conducted on active learning in the Ethiopian contexts indicated that teachers and learners perception towards active learning, and its practice in the classroom learning was less frequent.

For instance the study conducted on in-service teachers belief, knowledge and practice of learner- centered approach by Yalew (2004) revealed that teachers tends to employ mostly the traditional teacher centered approach of teaching. Moreover, the study by Firdissa (2005) on preference and practice of active learning by both teachers and students at Addis Ababa University in the department of Business Education depicted almost similar finding. As the result of this study showed, teachers at the department which most commonly used lecture method of teaching and learners preferred active learning to the traditional lecture method of teaching. Other studies on practice of active learning techniques by Amenu (2005) and Tibebu (2007) at college levels: Teacher's colleges of Oromia and Kotobe college of Teachers education, respectively indicated that the major implementers of active learning namely, curricular material writers, teacher educators and prospective teachers had no adequate knowledge and skills on the issue though they have developed positive attitude towards the approach.

Regarding the implementation of active learning techniques in the language classrooms Tesfaw (2007) and USAID (2007) reported the following findings. At the college EFL classes, teachers were discovered applying very limited active learning strategies such as pair work, group work, and independent work. In contrary, the traditional whole class lecture formats such as explanation and demonstrations by the teachers for extended period of time was found still the predominant ways of teaching. Besides asking questions and giving answers, note giving or writing and note taking were found as the common techniques used in the language class by both teachers and students.

2.11 Controversy and criticism on practice of active learning

Concerning active learning, there is disparity between practitioners of it. Some of them have perceived it positively but others have negative perception, or reserved instead. In confirming this, Tudor, I (1996:1) point the following:

Few teachers well have been an aware of this trend [trend of allowing learners to play a fuller, more active and participatory role in their language study], and most will have their own opinions about learner-centeredness, some positive or enthusiastic, others reserved or even skeptical. One relatively wide spread reaction to learner- centeredness is uncertainty as to what the term means, what a learner- centered approach to teaching actually involves, and how it might be realized.

Recently, the efficacy of active instructional techniques has been questioned (Mayer, 2004; Kirschner, Sweller, and clerk, 2006, cited in Wikipedia). As these groups of researchers stated, practicing procedural skills is a necessity for learning to be automated. But while these activities may be motivating for learners, these unguided situations can in fact leave learners less competent than when they began the activity. However, these researchers are not supported by all researchers. For

example some others, Martin, F., Klein, J.D., and Sullivan, H. (2007) have conducted a study that compared results of college students in six different versions of a computer literacy course. In some groups, instructional elements were left out (objectives, information, examples, practice with feedback, review). Here the practice with feedback is the active learning component of the study. Finally the researchers found that in all cases, students who had practice with feedback had better performance and more positive attitudes than those students who did not have opportunities for practice.

In the same instance, Burner (1961), cited in Wikipedia, stated that students who actively engage with the material, are more likely to recall information. However, other researchers have argued that this claim is not well supported by the literature. Thus, they claimed, rather than being behaviorally active during learning, learners should be cognitively active.

Moreover cognitive scientists have questioned the central claims of constructivism, saying that they either are misleading or contradicting known findings. Cognitive scientists are not the only ones questioning constructivism. Other educators' also beginning to question the effectiveness of this approach toward instructional design, especially as it applies to the development of instruction for novices. In this regard, when some constructivists argue that learning by doing enhances learning, critics of constructivism (Mayer, 2004; Kirschner, Sweller, and Clark, 2006) have argued that little empirical evidence exists to support this statement given novice learners.

2.12 Factors affecting the implementation of active learning

Since active learning method is innovative in its nature there are various factors which enhance or impede the practice of the method in the realm of teaching- learning. These factors may be of human and non-human.

2.12.1 Human factors

In the course of educational process, it is likely for various stakeholders to take part. These may include teachers, students, administrators, parents, etc. Duly these participants may have an impact in the classroom instruction. More importantly, as the immediate participants both teachers and students are likely to affect the implementation of active learning methods in the classroom.

2.12.1.1 Teachers

As Ornstein, A.C. and Hankins, P.F. (2004) asserted, usually, teachers have not been able or willing to keep up with scholarly developments. They have not stayed abreast of the knowledge explosion, which would allow them to feel committed to curriculum change and the implementation of new programs. For instance, teachers often view change as simply signaling more work- something else to add on to an already overloaded schedule for which little time is allotted. Similarly, many teachers tend to disregard available evidence regarding new curricular or pedagogical practice if it challenges their current understanding and out look. Moreover, lack of knowledge on the latest innovative instructional strategies can be another reason for teachers' resistance towards it. Sometimes they know about the innovation, but they may refuse to use of in guiding their actions.

In confirming the above discussion further, Tudor, I. (1996) identifies some factors which are likely to influence the practice of learner-centered method in language teaching as follows:

- The degree of mismatch between the teachers' own beliefs (or 'theory') about the language learning and those implicit in the method he/she is dealing with.
- The other factor derives from the teacher's affective reactions to the method, which may be either positive or negative. For instance, a given method may activate negative feelings linked to the teachers own language learning experience, or possibly to unpleasant experiences in his/her training period or early in his/her career. Here the opposite is equally possible, and the teacher may feel loyalty and affection towards a mode of learning which he/she enjoyed and which has served her well and/ or has generated good results in the teacher's career.
- Interaction between the teacher's own psychosocial and cognitive traits and those which are implicitly favored by the method is also the most complex of all the factors mentioned. Those practices of the method that require the teacher to react to learner needs and demands in an unprepared, ad hoc manner can place strains on teachers who have a strong, orientation to closure or low tolerance of the ambiguity as a personality trait.

In other words, teachers should have the opportunity or be empowered to exercise their pedagogical skills and knowledge. It is important to recognize that empowering teachers in making decision on choosing the contents, and employing the proper type of teaching approach they feel effective is one major condition for practicing the approach in classrooms.

In general, if the teachers are forfeited to play main roles in implementing active learning techniques, institutionalizing it in the classroom may be unlikely.

2.12.1.2 Students

As various research studies indicate students are considered as only 'clients' of change in educational system though they need to take part in due process. Students need to have share in 'what' of their education and 'how' to experience it. In this regard, as Ornstein, A.C. and Hankins, P.F., (2004) points, students may resist a particular innovation in instructional strategy if it fails to meet their attitudes, interests, abilities, aptitude, values, life experiences and defined educational needs. Moreover, if students see little relevance in the new instructional activities, they may not tend to be motivated to participate or learn.

There may be some resistance to active learning by students who are accustomed to lectures; students prefer passive learning, or students in large classes (who don't expect it) (Mckinney, K., 2008). Thus, teachers need to prepare students by explaining the objectives and benefits of active learning techniques explicitly to students.

In general, the ultimate goal of a learner centered (active learning) approach to teaching is learner empowerment, which is realized by means of language education (Tudor, I. 1996). Here Tudor believes that language education being comprises of learner empowerment, which refers to learners' ability to assume an active and informed role in their language study; and learner training, which involves the initiation of the learners into the process of language study. Besides, more importantly as language education comprises learner- involvement, which refers to the direct participation of learners in the shaping of their study program at any level.



2.12.2 Non- human factors

Human factors are not the only challenges which affect the implementation of active learning techniques. There are also some non-human factors which may enhance or impede the course of its practice. Organization of instructional materials, contents of instruction, time allocated for lessons and the size of the class are among the non-human factors.

2.12.2.1 Organization of instructional materials

The adequacy of equipment and of teaching learning resources is a significant variable in the classroom learning. The pedagogical options open to a teacher whose only aid is the blackboard, and whose students can rely only on the notes they make during class time and possibly a course book, are clearly different from those enjoyable environments by a teachers and students who have access to video and audio equipment in every classroom, good recording facilities, well- resourced self- access center or computer laboratory (Tudor, I., 1996).

Thus, the organization of curricular materials such as syllabus, textbooks, teacher's guide, and other authentic materials may have an impact on the institutionalizing of active learning. In this regard Heinich, et al. (1996), Brown (1994), cited in Mengistu (2007) points the following roles of instructional materials:

- improve the balance between concrete and abstract learning experience;
- help students to integrate prior experience with the present varying from abstract to concrete;
- ensure longer retention of the information gained
- motivate the students to pay attention to the lesson; and

- give opportunity to learn through engagement and immediate action use of all senses and muscles.

Therefore, the above roles of instruction in which materials have implication in implementing active learning are worth noting. That means in adequate provision of instructional materials may impede its practice.

2.12.2.2 Contents of teaching

The content being taught is one of the factors, which can influence a teacher's choice of teaching strategy (Eggen, D.P. 2001). As stated further by Eggen, a particular content to be taught may have different goals. Since the goals are different, the instructional strategies needed to achieve the goals are also different. For example, the teacher doesn't teach factual information in the same way he/she teaches analytical skills. Even there is possibility for teachers' goals to have within a class period. For example, in teaching reading, the teacher will want students to be able to pronounce words correctly, identify the major theme of a story, explain cause and effect relationships, and predict the consequences of certain events in the story. Here there are different goals, and trying to reach at each goal in the same way may be impossible. Therefore, a teaching content with multiple goals may be a challenge for a teacher to practice active learning method. In these kind of instances what secures teachers is, having knowledge of various active learning methods.

2.12.2.3 Time

Time in learning is classified into two: allocated and engaged time. Here the allocated time refers to the time during which students have the opportunity to learn. Engaged time is the part of allocated time when

students are exhibiting a task (McCartney, 1994). Employing active learning techniques reduces the amount of available time that is devoted to content coverage. Time constraint is one of the issues that teachers commonly raise in implementing active learning techniques. In this regard what is suggested by different researchers is: avoiding interruption, handling routine procedures smoothly and quickly, and minimizing time spent on description.

2.12.2.4 Class size

Class size, including the overall classroom situation affects the implementation of active leaning in some way. In this aspect (Tudor, I., 1994:137) have the following to say:

Teaching procedures which are perfectly feasible with 10-12 students may need some creative adaptation with a group of 30, but become problematic with groups of 80, 150 or more. This does not necessarily mean that the educational goals which are being perused with groups of 10-12 need to be dropped or even revised with large classes:

In confirming further, Tudor also points that class size will inevitably have an influence on the form of interaction between teacher and learners upon which learner- centered teaching is based. In class of 10-12, the teacher can interact directly with each learner to get to know their specify background and learning preferences. This is hardly feasible with a class of 120 or more.

In the same regard, the physical environment of the class (classroom arrangement, furniture arrangement, classroom appearance and layout etc), may affect the practice of active learning.

CHAPTER THREE

Research Design and Methodology

3.1 Methods of the Study

Pointing out the practice of active learning methods in EFL classes of the teacher education college was the purpose of this study. Duly, the case study method was employed for case study is an appropriate method for studying a phenomenon in its natural setting in depth (Yin, R.K., 1984).

3.2 The Sources of Data

Both primary and secondary sources were used in this study. In the selected college of teacher education, primary sources such as teacher educators and the prospective teachers were taken to provide important information through different data gathering instruments. The other important primary source was the EFL classroom. Here the actual teaching learning process was observed in order to get the first hand information on the area of this study. As a secondary source some EFL course materials (modules) were overviewed to see how they are designed in a way that promotes active learning.

3.3 Sample Population and Sampling Procedure

3.3.1 Sample Population

Among the four government colleges in SNNPR, Hossana College of Teachers' Education was purposely selected. The researcher chose the college for it has low experience of training prospective teachers and its proximity when compared to other colleges of the region. Thus it was assumed that the college might have faced the problem of effectively implementing the current instructional method (active learning).

According to the information obtained from the language department, in the college there were ten (10) EFL teacher educators and seventy four (74) second year English majoring prospective teachers. Accordingly, for the purpose of this study all (100%) EFL teacher educators and 2nd year prospective teachers of English were selected. The second year prospective teachers were selected based on the fact that they have more experience than first year trainees who have stayed only for a semester. And third year trainees were not included because they were not available at the college. Most of the time they were sent for teaching practice in different schools.

3.3.2 Sampling Procedure

In this study as a sampling technique purposive sampling technique was employed. Thus, the sample college, the sample year of study and the sample department were selected by using purposive sampling. Moreover, the sample teacher educators and prospective teachers for interview were selected by using purposive sampling. Three teacher educators were selected and interviewed for they were teaching major courses of EFL at second year level. In the same way, three prospective teachers were purposely selected in order to get relevant information on the practice of active learning.

3.4 Instruments and Procedures of Data Collection

3.4.1. Instruments

In this study both the actual classroom observation and questionnaire were used as the main data gathering instruments. The questionnaire was designed for both teacher educators and prospective teachers. Furthermore, interview and overview of course materials were used to obtain supplementary information on the implementation of active learning in EFL classes.

3.4.1.1 Class Observation

In order to obtain first hand information during the actual classroom instruction on the practice of active learning techniques, structured observation was used. Observation is useful to indicate how the lesson is divided in a variety of activities such as: group work, individual work, role playing, discussion and other. It can also provide rich and credible information (Hancock, 1998; Lewy, 1977). Moreover, according to Silberman (1996) in implementing active learning at classroom level, there are stages in which the teacher and students are involved in the process of teaching/learning. These stages are: engagement (getting students active from the start) exploration (helping students acquire knowledge, skills and attitude), transformation (making learning unforgettable), presentations and reflections.

Based on Silberman's stages of implementing active learning and review of related literature, a structured observation check list was designed to gather information from teacher educator's activities and prospective teachers' activities in different stages (introduction, presentation, stabilization and evaluation) of the lessons. The final part of the observation check list was to obtain information on the physical condition of the classroom.

For the observation purpose two teacher educators who were giving EFL courses for second year trainees were purposely selected. After that three different lessons of each teacher educator were observed by having a check list each time and marking tick a certain teacher educator's or prospective teachers' activity. Thus a total of six (6) lesson periods were observed and the frequency of each activity in different stages of the lessons was indicated out of six. Since the classes are manageable the observation was made by the researcher of the study alone.

3.4.1.2 Questionnaire

The other main data gathering instrument, questionnaire was adapted from Amenu Olijira (2005). The rationale behind adapting from the aforementioned researcher's work was for there is similarity between the area of study and the level of respondents. Accordingly, the questionnaire prepared for teacher educators had three parts. The first part was on perceptions and experiences of active learning, the second part was on the practice of various active learning techniques and in the final section they were asked to reflect on factors affecting the implementation of active learning. In the same regard, the prospective teachers' questionnaire had four parts on the following themes: the perceptions and experiences of active learning, the practice of various active learning techniques, knowledge on the importance of active learning techniques and factors affecting active learning.

With respect to this, the questionnaires were completed by all EFL teacher educators and by all second year prospective teachers of EFL. The questionnaire for the prospective teachers was not translated into Amharic on the assumption that they could understand the English version. Moreover, the questionnaires were administered by the researcher of this study from the very start to the completion. As the result, some explanation was given regarding the concepts which they could not understand. And they could use the advantage of the availability of the researcher to clarify any difficult concept.

3.4.1.3 Interview

Interview as a data gathering instrument can be used when the researcher seeks to understand the perception, feelings and knowledge of people in a program in depth (Best and Kahn, 2003). Accordingly, in order to triangulate what was obtained through classroom observation and questionnaire on the practice of active learning method, interview

was used. For the purpose of interview three (3) EFL teacher educators were selected to reflect on some (10) guiding questions related with active learning (see Appendix C). In the same regard, eight (8) guiding questions were set for prospective teachers (see Appendix D) and reflected by three (3) purposively selected respondents.

3.4.1.4 An Overview of EFL course modules

As pointed by Nunan (1988), materials which are designed according to the learner-centered curriculum should have authenticity. This authenticity should relate to the text sources as well as to students activities and tasks. Moreover Nunan added that the materials should foster independent learning. In line with this, two EFL course modules: Reading and Study Skills (Enla 206) and Spoken English II (Enla 204) were selected to be overviewed in order to point out whether active learning is promoted throughout these materials. The general assessment on these materials ranged from their availability to their objectives, contents and tasks or activities. These course materials were selected because they are the major EFL courses in the second year level.

3.4.2 Procedures

In this study the researcher adopted some steps in collecting the data for the study. First relevant literature was reviewed to get adequate information on the topic. Then objectives and research questions were formulated to show the direction of the study. After that data gathering tools were developed and adopted. After the actual classroom observation had been conducted the questionnaires were distributed and collected. Finally, the interview with teacher educators and prospective teachers and over viewing the EFL course modules was conducted.

3.4.3 Methods of Data Analysis

In this study, both the quantitative and qualitative analytical procedures were employed. In conformity with this, Flick (2002) suggested that quantitative and qualitative methods should be viewed as complementary rather than as rival camps.

Duly, percentages and frequency counts were used to analyze the items of observation and questionnaire. And information obtained through open-ended questions, interview and over viewing of the EFL course materials were described qualitatively.

CHAPTER FOUR

Presentation and Analysis of Data

4.1 Analysis of the main Data

This chapter presents the analysis and interpretation of data and findings of the study. Duly, the data obtained by the classroom observation and the questionnaire is tabulated and presented. Moreover, some open ended questions, information gathered by the interview and the overview of the EFL course materials are presented and interpreted qualitatively under some themes. In general, in this chapter an attempt is made to present and interpret the overall data gathered by different instruments under four sections: perceptions and experiences of active learning, practice of various active learning techniques, knowledge on the importance of active learning methods and factors affecting the implementation of active learning.

4.1.1 Presentation and Analysis of Data Obtained by Classroom Observation.

In this study the researcher observed six EFL lessons of two purposely selected teacher educators (three times each teacher educator). In this way, some of the activities which were practiced by both teacher educators and perspective teachers in different stages of classroom instruction were tabulated and analyzed below.

Table 4 1: Teacher Educators' activities during introduction

No	Items	Alternatives			
		Yes		No	
		F	%	F	%
1	Asks questions about the previous lessons	2	33.3%	4	66.7%
2	Introduces the daily lesson	2	33.3%	4	66.7%
3	Classifies the objectives of the lesson	-	-	6	100%
4	Asks questions to determine prior knowledge	2	33.3%	4	66.7%
5	Gives opportunities for students to reflect on questions and review	3	50%	3	50%
6	Gives directions to determine prior knowledge	2	33.3%	4	66.7%
7	Encourages trainees to participate on activities	2	33.3%	4	66.7%
8	Gets to reflect on questions and reviews	3	50%	3	50%
9	Gets trainees to discuss in small groups	1	16.7%	5	83.3%

As table 4.1 above indicates, asking questions about the previous lessons and introducing the daily lesson (items 1 and 2), respectively were observed that they are not the frequently practiced activities. This can be confirmed from the 66.7% of the observed classes which did not show the practice of the activities. In the same way, from the same table it is noted that teacher educators were not seen clarifying the objectives of the lesson. This is clearly depicted in the table in which 100% of the observation sessions did not show its practice.

Another active learning events: asking questions to determine prior knowledge, giving direction to determine prior knowledge and encouraging students to participate on activities, which are tabulated above (items 4, 6 and 7) respectively, were observed that they are not

practiced frequently. For instance, 33.3% of the observed occurrences for each of the above items may indicate that teacher educators are not interested to portray the activities in the introduction session of their classroom instruction.

Regarding the teacher educators' employing activities, which give opportunity for students to reflect on questions and review and getting them to reflect on questions and reviews, (items 5 and 8) the classroom observation showed that they are active learning events which are practiced significantly (50%) each. But what should not be disregarded here is that the other 50% of the observation sessions did not show the practice of the activities.

In the above table the other active learning event, in which it was observed whether the teacher educators get students to discuss in small groups or not (item 9), the activity was observed being used in few instances, (16.7%). Thus we can say here that getting students in small group discussion is not preferred by teacher educators during introduction of the lesson.

Table 4. 2: Teacher educators' activities during presentation

No	Items	Alternatives			
		Yes		No	
		F	%	F	%
1	Uses chalk and talk method	6	100%	-	-
2	Asks questions	6	100%	1	-
3	Uses brainstorming activities	-	-	6	100%
4	Provides opportunities to involves trainees in problem solving and discovery learning	1	16.7%	5	83.3%
5	Asks prospective teachers to work independently	1	16.7%	5	83.3%
6	Asks prospective teachers to work in groups	4	66.7%	2	33.3%
7	Asks prospective teachers to work in pairs	2	33.3%	4	66.7%
8	Asks students to discuss or debate in large groups	-	-	6	100%
9	Tells a story in order to present some contents	1	16.7%	5	83.3%
10	Uses games and puzzles in presenting a lesson	-	-	6	100%
11	Involves trainees in peer teaching		-	6	100%
12	Gets trainees in active listening and writing	2	33.3%	4	66.7%

As indicated in table 4.2, all teacher educators (100%) were observed using the chalk and talk method during the presentation of the lesson. So what can be inferred from this is that using the traditional chalk and talk method is the preferred way. In the same regard, asking questions (item 2) was observed most frequently practiced (100%) as an active learning event. But what seems annoying are the observed sessions of teacher educators using brainstorming activities (item 3). As it is

depicted in table 4.2, 100% of the class room observation did not show its practice.

Another types of activities that teacher educators were not seen employing at the presentation stage were, providing opportunities to involve their trainees in problem solving and discovery learning, and asking students to work independently (items 4 and 5), respectively. As indicated in the above table, both of the activities were observed for 16.7% instances. In other words, 83.3% of the observation session did not show the practice of these activities by the teacher educators.

Asking students to work in groups is one of the active learning events that teachers may employ in the classroom instruction. As revealed in the above table, teacher educators were observed institutionalizing group work activities frequently (66.7%). On the other hand, teacher educators' asking their trainees to work in pairs (item 7) was observed to be (33.3%).

As the above table portrays, some activities which may get students to learn actively during presentation of the lesson such as, asking students to discuss or debate in large groups, using games and puzzles in presenting a lesson and involving students in peer teaching (items 8, 10 and 11), respectively were observed to be un preferred ones by teacher educators. For each of the above activities, 100% classroom observation did not show their occurrence.

Story telling can be used as a method of presenting a particular lesson in language classrooms. Concerning the item which says, "Tells a story in order to present some contents" the teacher educators were observed using it rarely (16.7%). Thus what may be inferred from this is that story telling is not the preferred technique to be employed at the presentation stage of the classroom instruction. Similarly, 33.3% of the observed

session indicated that getting students in active listening and writing is not frequently occurring activity while presenting a lesson.

Table 4. 3: Teacher educators' activities during stabilization

No	Items	Alternatives			
		Yes		No	
		F	%	F	%
1	Points out prospective teachers' mistake indirectly	2	33.3%	4	66.7%
2	Gives opportunity for trainees to share their work across groups	1	16.7%	5	83.3%
3	Goes round the groups, and motivates and monitors	2	33.3%	4	66.7%
4	Controls disciplines when learners work in groups	1	16.7%	5	83.3%
5	Asks trainees to do class work and exercises	5	83.3%	1	16.7%
6	Asks trainees to take summarized notes	4	66.7%	2	33.3%

As indicated in table 4.3, it is not the common practice for teacher educators to point out their students' mistake indirectly during stabilization of the classroom instruction. Thus, it may be deduced from the observed session in which 66.7% of the instances did not show its practice. In the same regard, teacher educators' giving opportunity for students to share their work across group (item 2) was observed occurring less frequently (16.7%) during stabilization of the lessons.

One of the possible activities of teachers is to walk round and motivate their students during the stabilization of a particular lesson. In this regard, what was observed in English language classroom instruction seems not as much encouraging. As the above table reveals, teacher

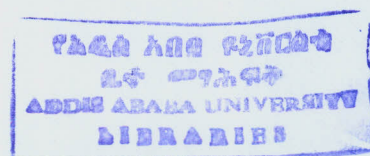
educators were observed moving round the groups and motivating and monitoring the prospective teachers less frequently (33.3%). The other less occurring (16.7%) activity during the classroom observation was teacher educators' controlling disciplines when learners work in groups. Thus the low frequency of the activity may indicate that teacher educators are not aware of controlling some disruptive behaviors of the learners during group discussion.

In the classroom situation one of the common practices which teachers usually prefer is giving exercises. In this regard, as the above table presents, teacher educators were observed asking their prospective teachers to do class work and exercises frequently (83.3%). In the same line, the frequency of asking students to take summarized notes, 50% indicates that it is the commonly practiced activity in the stabilization stage of the classroom instruction.

Table 4.4: Teacher educators' activities during evaluation

No	Items	Alternatives			
		Yes		No	
		F	%	F	%
1	Asks trainees to report their practices	1	16.7%	5	83.3%
2	Encourages trainees to ask freely what is unclear	2	33.3%	4	66.7%
3	Encourages trainees to give their own comments and feedbacks on what has learned	1	16.7%	5	83.3%
4	Gives assignments and homework	1	16.7%	5	83.3%
5	Asks trainees to exchange exercise or assignments and corrects one another's work	-	-	6	100%
6	Asks trainees to form groups and discuss on activities given before	4	66.7%	2	33.3%
7	Follows up learners' participation and gives constructive feedback	2	33.3%	4	66.7%
8	Elicits correct responses from learners instead of supplying answers	1	16.7%	5	83.3%
9	Evaluates prospective teachers' group cooperation	-	-	6	100%

One possible way of getting students active participants in the course of learning is by asking them to report their practices. Concerning this idea as we can see from table 4.4 above, one of the items (item 1) contains related concept and its occurrence was observed during evaluation stage of the classroom instruction. Duly, 16.7% for this active learning event in the above table indicates that it is not the preferred activity by the teacher educators at the evaluation stage. Concerning the teacher educators' activity which reads "Encourages trainees to ask freely what is unclear" (item 1), only, 33.3% of the observation sessions showed as it is



practiced. Hence, from this we deduce that encouraging prospective teachers to ask for unclear lessons is not the frequently occurring event of active learning. In the same regard, 83.3% of the classroom observation sessions for the other activity which says “Encourages trainees to give their own comments and feedbacks on what has been learned”, indicated that it is not the commonly practiced one.

Some other common activities of teachers in the evaluation stage of the lessons are to give assignments, homework’s and eliciting correct responses from students. In table 4 above items 4 and 8 are related with these practices. But it was found during the observation session that teacher educators were employing less frequently (16.7%) for each of the activities.

As revealed further in the above table, none of the classroom observation sessions (100%) showed the practice of the following activities by the teacher educators: asking trainees to exchange exercises or assignments, corrects one another’s work, and evaluating their group cooperation (items 5 and 9), respectively. Whereas, 66.7% occurrences for teacher educators asking the prospective teachers to form group and discuss on activities given before (item 6), showed that it is commonly practiced activity.

The observation result in table 4.4 indicates that teacher educators are not portraying one of the active learning events: following up prospective teachers’ participation and giving constructive feedback. Regarding this, from the observed sessions, only 33.3% showed its occurrence.

Table 4.5: Prospective teachers' activities during introduction

No	Items	Alternatives			
		Yes		No	
		F	%	F	%
1	Reflect or respond to questions and reviews	3	50%	3	50%
2	Participate on different activities	3	50%	3	50%
3	Amend or propose the content to be learned	-	-	6	100%
4	Respond to questions from the previous lessons	4	66.7%	2	33.3%
5	Discuss in small groups	4	66.7%	2	33.3%
6	Ask questions	1	16.7%	5	83.3%

Table 5 above indicates that prospective teachers were observed practicing some activities such as reflecting or responding to questions and reviews, and participating on different activities in half of the observed sessions (50%) for each. These occurrences showed that the prospective teachers are practicing the activities during introduction significantly.

Amending or proposing the content to be learned by the learners is among the common active learning events. But prospective teachers were not seen practicing this activity in any of the observed sessions (100%) during introduction. From this it may be deduced that teacher educators are not giving freedom of amending or proposing of the contents to be learned by their learners.

As the results of observation in table 4.5 indicate, responding to questions from the previous lessons and discussing in small groups were found as the commonly practiced activities by the prospective teachers. The number of occurrences, 66.7% for each of these activities (items 4 and 5) above reveals it further.

On the other hand, what can be noted about item 6 is that students were not observed asking questions at the beginning of classroom instruction. Here 83.3% of observation sessions did not show the practice of the activity. The reason for this may be the teacher educators' tendency to dominate the classroom situation during introduction of the lesson.

Table 4.6: Prospective teachers' activities during presentation

No	Items	Alternatives			
		Yes		No	
		F	%	F	%
1	Take notes	3	50%	3	50%
2	Give answers to questions	6	100%	-	-
3	React to teacher's discussion in form of questions	1	16.7%	5	83.3%
4	Involved in problem solving and discovery learning	1	16.7%	5	83.3%
5	Work activities by their own	1	16.7%	5	83.3%
6	Discuss in small groups	3	50%	3	50%
7	Debate or discuss in large group	-	-	6	100%
8	Make corrections and take feedback	-	-	6	100%
9	Participate in group discussion and peer work	1	16.7%	5	83.3%
10	Express views collectively	1	16.7%	5	83.3%
11	Participate in group work and exchange results	1	16.7%	5	83.3%
12	Participate in games, puzzles and role playing	-	-	6	100%
13	Involve in peer teaching	-	-	6	100%

The classroom observation results in table 4.6 indicate that prospective teachers were observed taking notes in a number of sessions (50%). From this we may note that teacher educators prefer to give notes during the presentation stage of the classroom instruction. This is further

confirmed from the teacher educators' employing the chalk and talk method in most instances of the observed sessions (100%) in the above table.

From table 4.6 above what was found as the common practice of prospective teachers during presentation session is giving answers to questions. For instance, 100% of the classroom observation showed that prospective teachers were responding to questions. In this regard similar occurrence (100%) was observed in presentation session by teacher educators (item 2 table 4.2). Thus we may infer from this as questioning and responding were the most commonly practiced events of active learning by both teacher educators and prospective teachers.

On the other hand, the observation results presented in table 4.5 for the following activities: react to teacher educators discussion in form of questions, involve in problem solving and discovery learning and work activities by their own (item 3,4 and 5) showed that they are not frequently practiced activities by prospective teachers. This can be seen from the occurrences of these activities (16.7%) for each of them during classroom observation. The possible implication of this may be that prospective teachers are not given opportunity to take the responsibility of their own learning and the likely reason for this may be the teacher educators' inclination towards the traditional teacher- fronted classroom instruction.

Another prospective teachers' active learning events which were found as less frequently occurring (16.7%) of the observed sessions are: participating in group discussion and peers work, expressing views collectively and participating in group work and exchanging ideas (item 9,10 and 11). In the same regard, none of the observed sessions (100%) in presentation stage of classroom instruction showed when the

prospective teachers were debating and discussing in large groups, making corrections and taking feedback, participating in games, puzzles and role playing, and involved in peer teaching. Hence, what we may note from this is that some active learning techniques such as games, debates, puzzles and role-playing are not commonly employed in EFL classes.

Table 4.7: Prospective teachers' activities during stabilization.

No	Items	Alternatives			
		Yes		No	
		F	%	F	%
1	Present reports and practices	-	-	6	100%
2	Discuss in small groups	4	66.7%	2	33.3%
3	Share their work across groups	1	16.7%	5	83.3%
4	Give comments on what has been learned	-	-	6	100%
5	Do assignments and homework	1	16.7%	5	83.3%
6	Take summarized notes	4	66.7%	2	33.3%
7	Participate in debates and brainstorming	-	-	6	100%
8	Ask questions	1	16.7%	5	83.3%

The main role of stabilization and evaluation stages during classroom instruction is ensuring that students are achieving the objectives of the lesson by enhancing students' activities (USAID, 2007). In line with this, as table 4.7 reveals, prospective teachers in EFL classes were observed to see the extent of activities which are practiced at stabilization stage of the classroom instruction.

As indicated in the table, some active learning events such as presenting reports and practices, giving comments on what has been learned and participate in debates and brainstorming activities were observed in none of the classroom observation sessions (100%). Therefore, this result may

indicate that prospective teachers are not given more activities though stabilization is the stage to enhance active learning of learners by giving more activities. Similarly, 16.7% occurrences for activities such as sharing works across groups, asking questions, and doing assignments and exercises in the same stage showed how prospective teachers are not given more activities.

From the observed activities in the stabilization stage, the frequently occurring (66.7%) activities were discussing in small groups and taking summarized notes (items 2 and 6).

Table 4.8: Prospective teachers' activities during evaluation

No	Items	Alternatives			
		Yes		No	
		F	%	F	%
1	Present reports and practices	1	16.7%	5	83.3%
2	Motivated to ask questions freely	-	-	6	100%
3	Give their own comments and feedback on what has been learned	-	-	6	100%
4	Do assignments and home work	1	16.7%	5	83.3%
5	Exchange their assignments and exercises	-	-	6	100%
6	Form groups and discuss activities given before	4	66.7%	2	33.3%
7	Get corrections and feedback	1	16.7%	5	83.3%
8	Give answers to questions	4	66.7%	2	33.3%
9	Evaluate their own work or progress	-	-	6	100%

In the course of classroom instruction evaluation stage can be considered as vital. This is because evaluation is the session in which teachers check whether the set objectives of the lesson are achieved or not. For this reason it is common to use various assessment techniques. In this regard, when we see the observation result portrayed in table 8,

most of the classroom instruction sessions did not show the practice of some activities by the prospective teachers during evaluation. As the result in all observed sessions (100%) for the activities in items (2, 3, 5 and 9) in the table above, the prospective teachers were not seen practicing them. Moreover, the number of occurrences (16.37%) for the activities which says, "Present reports and practices.", "Do assignments and home works", and "Get corrections and feedback" (items 1, 4, and 7) reveals that they are not frequently practiced active learning events in evaluation stage.

But what can be considered as encouraging is the number of sessions (66.7%) in which prospective teachers were observed practicing on previously given activities in groups and responding to questions (item, 6 and 8). Hence, it is likely to deduce that the prospective teachers are not practicing activities in evaluation stage significantly. The reason for this may be the teacher educators' lack of knowledge to give more activities that may get learners reveal what they have retained.

Table 4.9: Classroom organization management and instructional resources

No	Items	Alternatives			
		Yes		No	
		F	%	F	%
1	Is there enough seating for all students?	6	100%	-	-
2	Are the desks and chairs easily movable?	6	100%	-	-
3	Is the classroom layout arranged in way to facilitate active learning?	-	-	6	100%
4	Is their adequate space for movement between chairs?	6	100%	-	-
5	Is the number of students (class size) appropriate?	6	100%	-	-
6	Are there available instructional materials to be used?	1	16.7%	5	83.3%
7	Is the blackboard the only material to write notes?	5	83.3	1	16.7%
8	Are there especially prepared materials to facilitate English language learning?	1	16.7%	5	83.3%

As depicted in table 4.9, in all the classroom observation sessions (100%) there were enough seating for all students, chairs and desks were also found as movable and there were adequate spaces for movement between chairs. Thus the physical condition of the classroom situations seems suitable to get prospective teachers participate in different activities.

One of the factors which may enhance or impede active learning implementation is the class size (number of students). In this regard as we can see from the above table, the number of students in the classroom was observed as appropriate in all the classroom observation

sessions (100%). In each session the average number of prospective teachers observed attending the lessons was from 35-39. Duly, this may indicate as the number of students is manageable though it may be arguable to reach at agreement on appropriate number of students.

On the other hand, what was further observed is the classroom layout. In all the observed session (100%) the classroom layout was not seen arranged in a way to facilitate active learning. Concerning the availability of instructional materials (item 6), 83.3% of the observed sessions did not show using them adequately. In the same instance, blackboard was found as the only material which is used frequently (83.3%) to write notes on.

As it is shown in table 4.9, the EFL classroom was also observed to check whether there are especially prepared materials to facilitate learning (item 8). But from the six observed sessions only 1 (16.7%) of them revealed the availability of especially prepared materials to enhance learning.

In general, what may be deduced from the results of classroom observation on organization, management and instructional resources is that the physical condition including the number of students is appropriate though there is inadequacy concerning instructional resources.

4.1.2 Presentation and analysis of Data obtained by questionnaire

Questionnaire as a data gathering instrument was designed to obtain information from both EFL teacher educators and prospective teachers on the following themes.

- The perceptions and experiences of active learning;
- The practice of various active learning techniques;
- Knowledge on the importance of active learning techniques and
- Factors affecting the implementation of active learning.

Duly, replies of the respondents were tabulated and analyzed below. Moreover, the responses were quantified by using frequencies and percentages.

4.1.2.1 The implementation of Active Learning

Table 4.10: Teacher educators' responses for the questions related with their perceptions and experiences of active learning.

No.	Items	F	%
1	What types of activities would you prefer learners to be engaged during your instruction		
	A) individual	-	-
	B) paired	1	10%
	C) small groups	7	70%
	D) whole class discussion	-	-
	E) all the above activities	2	20%
2	Which of the following instructional approaches were widely used when you were in your secondary and tertiary level of education?		
	A) teacher centered	8	80%
	B) learner centered	1	10%
	C) both approaches	1	10%
3	If your response for question 2 is 'B', learner centered (active learning), how often did your teachers or instructors practice this approach?		
	A) in each daily lessons	-	-
	B) once per two lessons	1	100%
	C) twice per five lessons	-	-
	D) once per five lessons	-	-
	E) not known	-	-
4	Do you like using active learning techniques in your English language teaching classes?		
	A) yes	10	100%
	B) no	-	-
5	What kind of instructional approach do you usually employ to promote your learners' communicative competence in English language?		
	A) teacher centered	-	-
	B) learner centered	8	80%
	C) if any other, specify	2	20%
6	Have you taken any training related to active learning techniques during your pre-service training?		
	A) Yes	5	50%
	B) No	4	40%
	C) Uncertain	1	10%
7	If your response for question no 6 is 'yes', how do you evaluate the importance of training(s) in your current classroom instruction?		

	A) High	2	40%
	B) Moderate	3	60%
	C) Low	-	-
8	Have you ever participated in workshops, trainings or seminars on practice of active learning in the classroom?		
	A) Yes	10	100%
	B) No	-	-
	C) Uncertain	-	-
9	If your response is 'yes' for question 8 above how many times have you attended?		
	A) once	3	30%
	B) two times	3	30%
	C) three times	-	-
	D) four and above times	4	40%
10	Do you think the workshops, trainings or seminars have helped you practice active learning in your classes?		
	A) Yes	10	100%
	B) No	-	-
	C) Uncertain	-	-
11	How often do you get your learners involved in their own learning?		
	A) In each daily lessons	6	60%
	B) Once per two lessons	-	-
	C) Twice per five lessons	-	-
	D) Once per five lessons	2	20%
	E) Not known	2	20%

As indicated in table 4.10, teacher educators were asked to reflect on their preferred types of activities in which their learners to be engaged during instruction (item 1). In this regard, in the table it is portrayed that the majority of the respondents (70%) replied that they prefer small group activities. This is confirmed further from the classroom observation during presentation stage in which 66.7% of the observation sessions showed the occurrence of group activities (see item 6, table 2). On the other hand, insignificant number of respondents (10%) reported that activities which engage their students to work individually in pairs, in small groups, and in whole class discussion. In the same way,

engaging students in individual activities was reportedly preferred by none of the respondents. So what may be inferred from this result is that teacher educators do not prefer various types of activities to be practiced during classroom instruction. Hence, this may affect the implementation of active learning.

As the above table presents, teacher educators were asked about the widely used instructional approaches when they were in secondary and tertiary level of education. In this regard, the majority of the respondents (80%) replied that teacher centeredness was widely used as the instructional approach.

Based on this result, it is likely to infer that teacher educators may tend to employ the same approach, in their current EFL classes. This inference seems valid from the observed teacher educators' activities in different stages of classroom instruction. In most of the observed instances they were found commonly dominating the course of instruction. Moreover, some of the interviewees (teacher educators) were explained as they have been influenced by the teaching style of their teachers in different levels of education (see Appendix F-1). On the other hand, only (10%) of the respondents reported that the widely used instructional approach was student centered and the same number of respondent (10%) reflected that the teachers in secondary and tertiary level were practicing the approach once per two lessons.

In Item 4 it was intended to ask if the teacher educators are interested to use active learning techniques in EFL classes. Duly, the entire respondent (100%) revealed that they are interested. Thus this result may indicate as the teacher educators have a positive attitude towards using active learning techniques. Duly, the implementation of active

engaging students in individual activities was reportedly preferred by none of the respondents. So what may be inferred from this result is that teacher educators do not prefer various types of activities to be practiced during classroom instruction. Hence, this may affect the implementation of active learning.

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that they have participated. Similarly they were also asked how many times they have participated. Duly, 30% of the respondents replied, "once" and other respondents (30%) reported that they had attended "twice". What can be considered here as encouraging is the number of respondents (40%) who reported that they had attended four and above times. Hence, from this result we may note that teacher educators are given opportunities to attend frequent workshops, trainings and seminars. And as the result they may be motivated to implement some active learning techniques in their classroom instruction.

Item 10 in the above table was set in order to check the perception of the respondents on the significance of workshops, trainings, or seminars in practicing active learning in their classes. All the respondents (100%) replied that they had perceived it positively.

The final item in the above table which says "How often do you get your learners involved in their own learning?" as shown in the table the majority of the respondents (60%) replied that they were getting their learners involved in each daily lessons. And the number of respondents who replied that they were involving their trainees once per five lessons was 20%. On the other hand, the other 20% responded that they had no idea on how often they were getting learners be involved in their own learning. Though 60% of the respondents reported that they were frequently getting their learners in self-learning, they were not observed with this practice in most of the classroom observation sessions.

Table 4.11: Prospective teachers' responses for the questions related with their perception and experiences of active learning.

No.	Items	F	%
1	What types of activities would you prefer your instructors usually to use during instruction in English language classes?		
	A) individual	4	5.4%
	B) paired	12	16.2%
	C) small groups	47	63.5%
2	D) whole class discussion	11	14.9%
	Which of the following instructional methods were often used when you were in primary and secondary schools?		
	A) teacher centered	29	39.1%
	B) student centered (active learning)	16	25.7%
3	C) both approaches	26	35.2%
	What are the instructional methods that widely used by your instructors at English language classes?		
	A) active learning methods (group, pair, individual activities, etc.)	50	67.6%
	B) active teaching (more instructors' explanation but low students' involvement)	5	6.8%
4	C) a and b	19	25.6
	Are you interested in using student centered methods in English learning classes?		
	A) yes	71	95.9%
5	B) no	3	4.1%
	What kind of instructional methods do you think will promote interactive language learning in your class?		
	A) teacher centered	13	17.6
	B) learner centered	60	81%
6	C) if any other, specify	1	1.4%
	Since you have joined this college, have you got any orientations or training (s) on how to learn language by using active or participatory techniques?		
	A) Yes	57	77%
	B) No	14	18.9%
7	C) Uncertain	3	4.1%
	If your response for question no 6 above is 'yes', how do you find the contribution of the orientation or training in your training?		
	A) High	21	36.8%
	B) Moderate	33	57.9%
8	C) Low	3	4.1%
	Do you think the instructional methods, which were used by your teachers in primary and secondary English classes have influenced your preference of methods at college level?		
	A) Yes	50	67.6%
	B) No	18	24.3%
9	C) Uncertain	6	8.1%
	If your response for question number 8 above is 'yes' how do you evaluate the extent of your inclination to those instructional methods.		
	A) High	22	44%
	B) Moderate	22	44%
	C) Low	6	12%

In table 4.11 the prospective teachers were asked to reflect on their preferred types of activities to be given by their instructors. With respect to this, majority of the respondents (63.5%) asserted that small group activities are their preference. This result is further confirmed by the reaction of prospective teachers during interview. Almost all the interviewees (see Appendix F-2), explained that they are interested to work in small groups. On the other hand insignificant number of respondents, 5.4%, 16.2% and 14.9% replied that 'individual', 'pair', and whole class discussion, respectively, are activities they prefer to be given.

As asserted in the above table, 39.1% of the respondents reported that teacher centered method was the frequently used method while they were in primary and secondary school. Moreover, 35.2% of the respondents replied both teacher centered and student centered approaches were the frequently employed methods. And the remaining 25.7% of respondents showed that student centered (active learning) was the frequently used method. Thus the responses of the majority of the respondents may indicate how the traditional methods (teacher-fronted classes) are common in primary and secondary level of education. Due to this, the prospective teachers may resist during the implementation of active learning in current EFL classes by sticking to their prior experience.

In regards to the widely used instructional methods by the instructors in EFL classes (item 3), majority of the respondents (67.6 %) assured that active learning methods such as group, pair and individual activities were the widely used ones. Nevertheless, this result is not confirmed by the classroom observation that was carried out by the researcher. Rather the EFL classroom observation sessions at different stages of the lessons shows that teacher educators prefer the 'talk and chalk' method.

One of the items, (item 4) in the above table is included to point out the perception of the prospective teachers in using active learning method in EFL classes. Duly, 95.9% of the respondents have shown their positive perception. This result would match with what the teacher educators responded in table 4.10 above. Similarly, teacher centered instructional method was perceived language learning by majority of the respondents (81%). Hence, the implication of the above result may show that the implementation of active learning may not be hindered by the attitudes of the teacher educators and prospective teachers at college level.

The responses of the prospective teachers for item 6 above show that they have got orientations and trainings on how to learn language by using active or participatory techniques. This can be seen from the number of respondents (77%) who replied as they have got orientations and trainings. In the same way they were also asked to reflect their evaluation on the contribution of the trainings and orientations (item 7). Reportedly, 57.9% of them replied 'high and 36.8% of them confirmed moderate.

As we can see from the table, prospective teachers were asked to know whether they have been influenced by the instructional methods employed in primary and secondary English classes by their teachers. In line with this, majority of the respondents (67.6%) replied as they have been influenced. The other 24.3% and 8.1% responded that they have not been influenced and they do not know whether they are influenced or not, respectively. The other item in the above table requires the respondents (who asserted that they have been influenced by previous instructional methods) to evaluate the extent of their inclination. As the result, the same number of respondents, 44% assured that the inclination of those instructional methods is 'high' and 'moderate', respectively. Hence it can be deduced here that the extent of prospective

teachers' inclination towards the previous instructional techniques may hinder the practice of active learning methods at their current EFL classe

4.1.2.2. The practice of various active learning techniques

Table 4.12: Teacher educators' responses on how often they practice different active learning techniques.

No	Item	Alternatives									
		Never		Rarely		Sometime s		Usually		Always	
		F	%	F	%	F	%	F	%	F	%
1	Group work	-	-	-	-	2	20%	7	70%	1	10%
2	Think-pair-share	-	-	1	10%	6	60%	3	30%	-	-
3	Pairs-check	-	-	2	20%	7	70%	1	10%	-	-
4	Cross-group activities	-	-	4	40%	4	40%	2	20%	-	-
5	Games	-	-	4	40%	5	50%	1	10%	-	-
6	Questioning	-	-	-	-	1	10%	6	60%	3	30%
7	Peers teaching and correction	-	-	4	40%	6	60%	-	-	-	-
8	Debates	1	10%	7	70%	2	20%	-	-	-	-
9	Concept mapping	1	10%	4	40%	5	50%	-	-	-	-
10	Discovery learning	1	10%	2	20%	5	50%	2	20%	-	-
11	Brainstorming	-	-	-	-	4	40%	5	50%	1	10%
12	Telling a story	-	-	4	40%	4	40%	2	20%	-	-
13	Active listening and writing	-	-	3	30%	2	20%	4	40%	1	10%
14	Independent work	-	-	2	20%	6	60%	2	20%	-	-
15	Role play and simulation	-	-	1	10%	7	70%	2	20%	-	-
16	Self- evaluation	-	-	3	30%	6	60%	1	10%	-	-

As can be seen from table 4.12, the first four items include active learning techniques which are related with cooperative learning. Accordingly, the majority of the respondents, (70%) confirmed that they usually practice 'Group work' as active learning technique. Concerning think- pair- share' as an active learning technique, 60% of the respondents reported that they employ it sometimes.

As it is also revealed in the table, teacher educators were asked to report on how often they employ 'pairs-check' and 'cross-group activities' during classroom instruction. In this regard, 70% and 40% of the respondents respectively replied that they practice sometimes. Moreover, 40% of the respondents, concerning 'cross-group activities', and 20% of the respondents concerning 'pairs-check' reported that they rarely practice them. Hence, from the above result it may be deduced that group work is the most frequently employed active learning technique where as, think-pair-share, pairs-check and cross-group activities have been practiced sometimes. This situation is further validated by classroom observation (see table 4.2 and 4.4).

In the course of language teaching, the use of games or puzzles may promote active learning. In line with this, teacher educators were asked to reflect on how often they use games in EFL classes. Duly, the revealed result in the above table indicates, 50%, and 40% of the respondents asserted that they have practiced 'sometimes' and 'rarely', respectively.

As it is indicated in table 12, 'questioning' is one of the active learning techniques which is practiced commonly by most of the respondents. Seventy percent of the respondents replied as they have practiced it usually. And another 30% responded 'always'. These responses were also found supported by classroom observation.

In classroom instruction cooperative learning may be promoted by involving learners in peer teaching and correction. In this regard, item 7 was included in the above table in order to find the frequency to which peer teaching and correction is practiced by teacher educators. As the result, 60% and 40% of the respondents confirmed that they use it 'sometimes' and 'rarely', respectively. Thus we may deduce from the result that the strategy is not frequently implemented by the teacher

educators. In the same way, another active learning strategy which is not practiced frequently is 'Debates'. This can be seen from the number of respondents 70%, 20% and 10% who responded 'rarely', 'sometime' and 'never', respectively. From the active learning techniques listed in the above table, 'concept mapping' and 'discovery learning' were found practiced similarly. For instance, half of the respondents, (50%) for both techniques replied that they have practiced them sometimes. And the other 40% and 20% of the respondents asserted that they have practiced concept mapping and discovery learning 'rarely', respectively. Accordingly, from this finding we may infer that concept mapping and discovery learning are not among the commonly practiced active learning techniques by teacher educators.

One of the items in the above table says, "How often do you use brainstorming as an active learning strategy?" Duly, half of the respondents (50%) reported that they have used it usually. And other 40% of them replied that they have used it sometimes. Nevertheless, the observed sessions of the classroom instruction by the researcher did not reveal the same result.

Using different stories as an instructional method is common in language classes. Employing some stories may make the course of learning of interesting one. To this effect, as it is shown on the above table, teacher educators were asked to reveal how often they used story telling as an instructional method in their EFL classes. Accordingly, majority of the respondents (40%) reported that they have practiced it rarely and other, 40% of the respondents asserted that they have used it sometimes. And the remaining 20% of them answered that they have employed it usually. Here it may be inferred that story telling is not the frequently practiced technique in EFL classes. This can be further noted from the results of

the actual classroom observation in which 83.3% did not show its practice (see table 4.3).

Some other active learning techniques which are included in the above table are 'active listening and writing' (item 13). Concerning the practice of these activities, 40%, 30%, 20% and 10% of the respondents replied that they have employed them, 'usually', 'rarely', 'sometimes' and 'always', respectively. From this result it can be seen that majority of the respondents asserted that they use it frequently. However, what was found in the classroom observation and interview sessions did not support this finding.

One of the instructional strategies to involve learners in self-learning is, 'independent work'. In regards to employing this method, majority of the respondents (60%) replied that they are using it sometimes. This finding seems valid from what was observed during classroom instruction in which 83.3% of the sessions did not reveal its practice.

In language classrooms what can be considered as common instructional practice is, involving learners in role play and simulation. In employing these techniques teachers may promote learners affective qualities and sensing realities in the actual situations (Walace, M.J, 1991). In line with this, what the above table presents is that the majority of the respondents, 70% are practicing role play and simulation sometimes.

The practice of 'self evaluation' as a technique in the classroom instruction may promote learners' responsibility towards their learning. To this effect when we see what was revealed in the above table, majority of the respondents (60%) reported that they use it sometimes. Moreover, 30% of the respondents replied that they are practicing it rarely. Thus

the result here has shown that self-evaluation is not the frequently employed technique in the EFL classes.

Table 4.13: Prospective teachers' responses on how often their instructors practice different active learning techniques

No	Item	Alternatives									
		Never		Rarely		Sometimes		Usually		Always	
		F	%	F	%	F	%	F	%	F	%
1	Group work	-	-	1	1.4%	31	41.9%	28	37.8%	14	18.9%
2	Think-pair-share	1	1.4%	13	17.6%	37	50%	12	16.2%	11	14.8%
3	Pairs-check	1	1.4%	14	18.9%	40	54%	12	16.2%	7	9.5%
4	Cross-group activities	3	4.1%	12	16.2%	38	51.3%	13	17.6%	8	10.8%
5	Games	11	14.8%	28	37.8%	33	44.6%	1	1.4%	1	1.4%
6	Questioning	1	1.4%	1	1.4%	17	22.9%	32	43.2%	23	31.1%
7	Peers teaching and correction	2	2.7%	14	18.9%	27	36.5%	15	20.3%	16	21.6%
8	Debates	10	13.5%	35	47.3%	26	35.3%	-	-	3	4.1%
9	Concept mapping	21	28.4%	33	44.6%	15	20.3%	5	6.7%	-	-
10	Discovery learning	16	21.6%	25	33.8%	17	23%	11	14.9%	5	6.7%
11	Brainstorming	3	4.1%	8	10.8%	32	43.2%	21	28.4%	10	13.5%
12	Telling a story	8	10.8%	16	21.6%	30	40.6%	12	16.2%	8	10.8%
13	Active listening and writing	1	1.4%	3	4.1%	20	27%	26	35.1%	24	32.4%
14	Independent work	2	2.7%	5	6.8%	28	37.8%	26	35.1%	13	17.6%
15	Role play and simulation	3	4.1%	15	20.3%	30	40.6%	17	22.9%	9	12.1%
16	Self-evaluation	1	1.4%	6	8.1%	24	32.4%	21	28.4%	22	29.7%

In order to see how the prospective teachers could witness the frequency of practice of various active learning techniques by their instructors (teacher educators), similar active learning techniques were presented in the above table.

As indicated in table 4.13, the practice of 'group work' was witnessed by majority of the respondents (41.9%) it is being practiced sometimes. And the next large number of respondents 37.8% asserted its being practiced usually. This finding seems almost corresponding with what the majority of teacher educators (70%) responded their being using it usually and 20% sometimes. In the same way, concerning the practice of some active learning techniques: think pair-share, pairs-check and cross group activities (items 2, 3 and 4) the large number of respondents, 50%, 54% and 51.3% respectively witnessed that their instructors have used them sometimes. These replies also seem corresponding positively with what the teacher educators revealed in table 4.12 above.

As far as the practice of 'games' is concerned, 44.6% and 37.8% of the respondents asserted 'sometimes' and 'rarely', respectively. The other active learning technique, 'questioning' is also reacted by 60% and 30% of the respondents replied that it is practiced usually and always, respectively. When we crosscheck the prospective teachers' replies here with the teacher educators' response that is revealed in table 4.12, the findings were almost similar. Hence, we may further deduce that 'games' are not the frequently employed method whereas 'questioning' is the most frequently used technique in the EFL classes.

In table 4.13 above, 'peers teaching and correction' is included among common active learning techniques. Duly, the majority of the respondents (36.5%) responded that their instructors are employing it

sometimes. This response is almost matching with the majority of the teacher educators (60%) who said that they are practicing it sometimes.

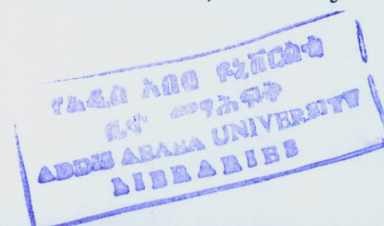
The other common active learning strategies indicated in the table are: debates, concept mapping and discovery learning. Accordingly, the majority of the respondents 47.3% for debates, 44.6% for concept mapping and 33.8% for discovery learning witnessed that their instructors have used the techniques rarely. Except the discovery learning, the responses of the prospective teachers are positively matching with teacher educators' response.

Item 11 in the above table asks how often 'Brainstorming' is practiced by the teacher educators. Accordingly, the large number of respondents (43.2%) assured that it has been employed sometimes. The same assertion is confirmed by the actual classroom observation and teacher educators' responses. In the same way, almost the same number of respondents (40.6%) also showed that 'Telling a story' as an active learning technique is practiced sometimes.

Majority of the respondents (35.1% and 32.4%) indicated that their instructors usually and always, respectively involve them in active listening and writing (see item 13). The same status was also revealed by teacher educators. Nevertheless, the actual classroom observation and the results of the interview sessions did not show the frequent practice of active listening and writing.

'Independent work' is the kind of active learning strategy whose practice by the teacher educators indicated in item 14 above. As we can see, the large number of respondents (60%) reacted its being implemented sometimes. This also seems matches with the large number of teacher educator respondents (37.8%) who asserted as they use sometimes.

From the number of respondents, 40.6%, 22.6% and 20.3% who said 'role playing and simulation' has been implemented 'sometimes', 'usually'



and 'rarely', respectively, we may note that it is not the commonly practiced technique.

The last item in the above table asks how often 'self evaluation' is practiced by teacher educators. The reaction by the prospective teachers here shows its being commonly practiced. A number of respondents, 32.4%, 29.7% and 28.4% presented that the technique is practiced 'sometimes', 'always' and 'usually', respectively. When we compare these responses with the number of teacher educators' responses, 60%, 30% and 10% (see table 4.12) which revealed as self evaluation is implemented 'sometimes', 'rarely' and 'usually', respectively, it is likely contradicting. The teacher educators' responses seemingly show that it is not practiced frequently.

In general from the responses of teacher educators and prospective teachers in the above tables (table 4.12 and 4.13), we may infer that most of the active learning techniques are not practiced frequently.

4.1.2.3. Knowledge on the importance active learning methods

Table 4.14: The prospective teachers' knowledge of the importance of active learning

No.	Items	F	%
1	Active learning promotes prospective teacher's level of understanding and involves them in problem solving.		
	A) agree	69	93.2%
	B) disagree	4	5.4%
	C) undecided	1	1.4%
2	Active learning creates the opportunities to share experiences and encourage friendship among prospective teachers.		
	A) agree	69	93.2%
	B) disagree	4	5.4%
	C) undecided	1	1.4%
3	Active learning decreases prospective teachers' and teacher educators' workload and saves time		
	A) agree	32	43.2%

	B) disagree	35	47.3%
	C) undecided	7	9.5%
4	Active learning decreases frustration or timid behavior of prospective teachers		
	A) agree	34	46%
	B) disagree	29	39.1%
	C) undecided	11	14.9%
5	Active learning promotes active involvement of prospective teachers in learning instead of passive learning		
	A) agree	48	64.8%
	B) disagree	23	31.1%
	C) undecided	3	4.1%
6	Active learning promotes self-confidence and independent learning of prospective teachers.		
	A) agree	61	82.4%
	B) disagree	11	14.9%
	C) undecided	2	2.7%

In table 4.14 above, the prospective teachers were asked to reflect their agreement with assumption that says active learning promotes their level of understanding and involves them in problem solving. In this regard, majority (93.2%) of the respondents have shown their positive agreement. As we can see from the table prospective teachers were revealed to the assumption which says, "Active learning creates the opportunities to share experiences and encourage friendship among prospective teachers." This statement is supported by the majority (93.2%) of the respondents. Hence, from this it seems possible to generalize that the prospective teachers have a positive perception on the importance of active learning techniques in getting them to share experiences and develop affection among themselves. Duly, the teacher educators can use the advantage of this perception to employ different active learning strategies.

Item 3 in the above table was included to point out the prospective teachers' knowledge on the assumption "Active learning decrease

prospective teacher and teacher educators” workload and saves time.” To this end, a number of respondents (47.3%) showed as they disagree. The number of respondents who reported that they agree (43.2%) is not few. Thus, we may note here as there is discrepancy among the prospective teachers concerning the assumption.

“Active learning decreases frustration or timid behavior of prospective teachers” is one of the assumptions included in the above table. In this regard, 46%, 39.1% and 14.9% of the respondents reported that they ‘agree’, ‘disagree’ and ‘uncertain’, respectively. Here more than half of the respondents who reply (disagree and uncertain) may indicate that majority of the prospective teachers have not positive perception towards decreasing of the timid behavior or frustration by active learning.

Among the common assumptions on active learning importance is, its involving learners actively in the course of instruction. The idea of this assumption is stated in item 5 above. Thus majority of the respondents (64.8%) shown their agreement that active learning is more involving students than passive learning.

The majority (82.4%) of respondents’ reaction for item 6 above indicates that they believe active learning promotes their self-confidence and independent learning. However, as it was observed during classroom instruction teacher educators were not seen using the advantage of this perception.

In general, as it is depicted in the above table we may infer that the prospective teachers have appropriate know how about active learning techniques.

4.1.2.4. Factors affecting the implementation of active learning

Table 4.15: Teacher educators' responses on factors affecting the implementation of active learning

No	Items	Responses					
		Yes		No		Uncertain	
		F	%	F	%	F	%
1	Do you think that your tendency to the teacher centered (traditional explanation) method hinder the implementation of active learning methods? If yes/no, how?	6	60%	3	30%	1	10%
2	Do you think that teacher educators are complaining to employ active learning techniques at EFL classes at your college? If yes/no, why?	5	50%	5	50%	-	-
3	Do you think that prospective teachers are resisting while you employ some active learning techniques in the EFL classes? If yes/no, why?	2	20%	5	50%	3	30%
4	Do you think using active learning techniques in your EFL classes lead to high level of thinking order (analysis synthesis and evaluation)? If yes/no, why?	9	90%	1	10%	-	-
5	Do the EFL course materials (modules) contain complex and over crowded contents?	3	30%	7	70%	-	-
6	Are the EFL course materials convenient to implement active learning techniques?	6	60%	3	30%	1	10%
7	Are the EFL course materials prepared in such a way that it is familiar with you?	3	30%	4	40%	3	30%
8	Are there adequate activities and exercises in the course materials to practice each skill interactively?	5	50%	4	40%	1	10%
9	Do you think the practice of active learning techniques takes too much time so that you can not cover the contents of the course?	5	50%	3	30%	2	20%
10	Are the chairs usually arranged in away that prospective teachers sit in small groups to learn from each other?	4	40%	6	60%	-	-
11	Is the classroom situation suitable to allow the prospective teachers to move around during some activities?	7	70%	2	20%	1	10%
12	Does the number of students (large class size) hinder the implementation of active learning techniques in your EFL classes? If yes/no, why?	5	50%	5	50%	-	-
13	What other factors are there that you face in implementing active learning techniques; please, list them if any?						

As it is shown in table 4.15, majority of the respondent (60%) asserted that their tendency towards the teacher centered (explanation method) is hindering to employ the learner centered method. And another 30% of the respondents replied as their inclination is no more a hindering factor. With respect to this, the majority of the respondents who said 'yes' added the following reasons:

- The way we were taught has a great impact and it is revealed in my present classroom instruction.
- I am always dominating the classroom instruction.
- I am the product of the old teaching system and I always tending towards it.
- Because what seems right in the classroom is the teacher's talking more.

On the other hand, those who asserted that the inclination does not impede their current classroom instruction stated the following reasons:

- It used to hinder but now I am accustomed to the student centered approach.
- Both methods (teacher centered and student centered) can be applied interchangeably at different times.
- Because I avoided using it at current classes.

Teacher educators were also asked to assure whether some of their colleagues complain on practicing active learning in their EFL classes. Accordingly, half of the respondents (50%) assured that there is complaint and the other half (50%) of the respondents pointed as there is no complaint in its practice.

Duly, those who reacted as there is teacher educators' complaint added the following reasons for the open ended part in the same item (item2):

- Because they don't like their students have more share in the learning process.
- Some give baseless reasons (class size and teaching materials).
- Because of lack of experience.
- Because they think that it takes much time and requires creativity.

On the other hand, the other 50% of the respondents who indicated that teacher educators are not complaining to practice it forwarded the following reasons:

- College is the right place to implement active learning.
- The nature of EFL course is very suitable to implement active learning.
- There is more awareness on the effectiveness and benefit of active learning.

In general, here from the number of respondents who responded positively as there is teacher educators' complaining and from the suggested reasons, it is likely to infer that teacher educators are complaining of active learning implementation in EFL classes. Moreover, the reflection of teacher educators during interview on the practice of active learning supports the above assertions.

As presented in the above table, 50%, 30% and 20% of the respondents were replied 'No', 'Uncertain' and 'Yes', respectively that there is prospective teachers' resistance while implementing active learning in EFL classes. Hence as it can be seen, the majority of the respondents (50%) witnessed as there is no resistance from the prospective teachers. This number of respondents also tended to pose the following reasons for their observation:

- Because they are interested in lively lessons.
- It seems they resist at the beginning but they do not resist when they enter second and third year level.
- I usually do not face resistance.

On the other hand the insignificant number of respondents (20%), who witness there is resistance, forwarded the following reasons:

- They used to learn in teacher centered method in their prior levels and now they tend to incline towards that method.
- Some are not willing to work in small groups and pairs. In most instances they prefer to be silent.

Item 4 in the above table was included to identify whether teacher educators' perceive that active learning promotes perspective teachers' high level of thinking. Duly, almost all the respondents (90%) confirmed positively. And various reasons were added by them to the open ended part of the item. The following are summary of the reasons:

- Students may become free to share ideas and opinions cooperatively and collaboratively.
- If the students do not synthesize and apply the language, they can not speak it.
- It helps learners to learn independently and solve problems.
- Active learning promotes students autonomy.

Hence the positive perception of teacher educators on the pointed purpose of active learning may be considered as promoting factor in the course of its implementation.

One of the possible factors in the course of active learning implementation may be the complexity of course materials (modules). In

this regard, as it is indicated in the above table, majority (70%) of the respondents showed that EFL course materials do not contain complex and overcrowded contents. In the same way, a number of respondents (30%) assured that EFL course materials are not convenient to impalement active learning techniques. Besides, familiarity of course materials can be considered as one of the factors in practice of active learning. To this effect, as we can see from the above table the majority of the respondents (40%) replied that the EFL course materials are not prepared in a familiar way with them. The other, 30% of the respondents also suggested as they do not know the familiarity of the material with them. Thus, what may be inferred here is that the EFL course materials are not prepared in a familiar way with the teacher educators.

The adequacy of activities and exercises in course materials is among the effective factors in practice of active learning. In line with this, as can be seen in item 8 of the table, 50% of the respondents reported that there are adequate activities and exercises in the course materials to practice each skill interactively. Nevertheless, this assertion is not supported by the overview of the EFL course modules by the researcher.

One assumption that is considered as affecting factor in the course of active learning practice is related with time. In respect with this, in item 9 table 4.15, teacher educators were asked to react whether the practice of active learning techniques takes too much time. Accordingly, the majority (50%) of the respondents suggested that it takes too much time so that it is impossible to cover the contents of the course.

The next three items (10, 11 and 12) are concerned with one major non-human factor (physical condition) that may promote or impede the practice of active learning techniques. As the table presents, 60% of the respondents reported that chairs are not usually arranged in a way to promote group discussion. This is also further confirmed by the actual

classroom observation. On the other hand, majority of the respondents assured that the classroom situation is suitable to move the learners around during some activities. Concerning the number of students (class size), half of the respondents (50%) showed that it is not the hindering factor, whereas the other 50% perceived it as the impeding factor.

The last item, (item 13) in the above table is open ended and teacher educators were asked to forward some other factors that they have faced in implementing active learning techniques. Duly, the listed factors are summarized below:

- During group work activities most of the performances are accomplished by fast and average learners. Hence, the slow learners may not understand some points, and this situation forces the instructor to back to unnecessary revisions.
- Considering active learning method as a burden by both teacher educators and prospective teachers.
- Students' different background experience.
- Trainees' lack of experience on active learning techniques.
- Prospective teachers' lack of motivation (their resistance to work in groups, and share ideas).
- Inadequate course materials.
- Lack of cooperativeness among instructors.

Table 4.16: Prospective teachers' responses on factors affecting the implementation of active learning.

No	Items	Responses					
		Yes		No		Uncertain	
		F	%	F	%	F	%
1	Do you think that teacher educators' (your instructors) preference to the traditional lecture or explanation method has affected the implementation of active learning?	55	74.3%	18	24.3%	1	1.4%
2	Do you think the prospective teacher's lack of interest on using active learning techniques affect the practice of it in language learning classes?	45	60.8%	28	33.8%	1	1.4%
3	Is there an available instructional material to practice active learning?	40	54%	30	40.6%	4	5.4%
4	Are the modules prepared in such away that is interactive and friendly with you?	51	68.9%	16	21.6%	7	9.5%
5	Are there adequate activities and exercises in the modules to practice?	54	73%	18	24.3%	2	2.7%
6	Are the contents of the modules complex and difficult to understand?	30	40.6%	41	55.4%	3	4.1%
7	Do you think that implementing active learning takes too much time compared with lectures and thus it is not better method to cover the course materials?	28	33.8%	43	58.1%	3	4.1%
8	Does the number of students (large class size) hinder the implementation of active learning?	49	66.2%	28	33.8%	5	6.8%
9	Are the arrangements of chairs and tables in your classroom suitable to work in different groups?	55	74.3%	19	25.7%	-	-
10	Can you move in your classroom freely to work with your friends?	60	81.1%	12	16.2%	2	2.7%

In table 4.16 what the prospective teachers witnessed may show that their instructors' preference to traditional lecture method is one of the hindering factors in practicing active learning method. As we can see from the table, the majority of the respondents (74.3%) replied that the teacher educators prefer the explanation method. This assertion is

further supported by the actual classroom observation and teacher educators' responses (see table 4.15). In the same way, prospective teachers showed their agreement as their interest is another factor which hinders the practice of active learning. This is inferred from the majority of respondents (60.8%) who replied positively for item 2 above.

In the course of classroom instruction the availability of instructional materials may promote or hinder the practice of active learning. With respect to this, 54%, 40.6% and 5.4% said that instructional materials are available, they are not available and they have no idea, respectively. Though majority of the respondents here responded positively, the classroom observation, interview with some of the teacher educators and prospective teachers did not reveal the availability of instructional materials.

“Are the modules prepared in such a way that is interactive and friendly with you?” (Item 4) is an aspect that prospective teachers were asked to reflect their observation. Duly, the majority (68.9%) replied positively. Nevertheless, the overview of EFL course modules by the researcher did not confirm this response further. In the same regard, prospective teachers were asked to show their agreement on the adequacy of activities and exercise to practice. To this end, seventy three percent, the majority of the respondents reported that there are adequate exercises and activities in the modules to practice.

As far as the complexity and difficulty of contents in the module is concerned, 55.4% reported that it is not the problem. And another 40.6% witnessed as it is the problem. The other insignificant number of respondents (4.1%) asserted that they are uncertain. When we see the responses of the majority (55.4%) here it seems supporting what the teacher educators were reflected on the same problem (see table 4.15).

Thus we may infer from the reactions of teacher educators and prospective teachers that the contents of the modules are not difficult and complex and it may not hinder the practice of active learning techniques.

As item 7 in the above table presents, the majority of the respondents (58.1%) showed that taking too much time is no more the impeding factor in practicing active learning compared with lectures. However, when we see these replies of the respondents with the teacher educators it seems contradicting. This is for majority of the teacher educators perceived that taking too much time is a possible constraint in employing active learning techniques.

As it is depicted in the table, for the majority of the respondents (66.2%) the number of students (class size) is hindering the course of active learning implementation. This observation by the prospective teachers was also supported by half (50%) of teacher educators (see table 4.15). Thus what may be inferred from this is that class size is a possibly impeding factor in practicing active learning techniques in EFL classes. Concerning the arrangement of chairs and tables, 74.3% of the respondents showed that it is suitable to work in different groups. And the other 25.7% of the respondents revealed that they are worried about the classroom arrangements with the same respect, majority of the prospective teachers (81.1%) witnessed that they can move freely in their classroom to work with their friends.

4.1.3 Analysis of data obtained by interview

In this study, interview (semi-structured) was also used as a data gathering instrument. The general purpose of the interview was to obtain information from both teacher educators and the perspective teachers on

their perceptions and practices of active learning, the practice of various active learning techniques and factors affecting the implementation of active learning. Accordingly, the respondents' ideas on the above themes are analyzed qualitatively below.

4.1.3.1 The views of Teacher educators

A. The perceptions and experiences of active learning

In order to obtain some information on the experiences of active learning, teacher educators were asked to reflect on their classroom observation when they were in secondary level of education and at their current EFL classes (see items 2 and 5 in Appendix D). Here from the three interviewees two of them assured that there are differences between instructional methods which are employed at secondary and tertiary level education. In confirming this further, teacher educator 1 (see Appendix F-1) forwarded that mostly teaching was teacher dependent in secondary level of education whereas in tertiary level students are a bit mature that they can do things by their own.

Concerning the trainees' (prospective teachers) feeling during the practice of active learning, all most all the interviewees reflected similar views. For instance teacher educator1 (see Appendix F1) stated the following view:

There is a kind of resistance. The resistance has I think; I can mention two reasons ... The first thing is, generally they [prospective teachers] consider learning grammar is useful as they were trained towards that for the explanation purpose when they were in lower grades. And the second is lack of awareness.

And similarly teacher educator2 (see appendix F-1) shared almost the same view by saying the following:

... Others (prospective teachers) you know consider it as if the teacher is idle in the classroom and they want you to write the entire note other than involving them in this kind of activities. They want to be told everything.

Accordingly, what we may infer from the teacher educators view is that the practice of active learning in EFL classes impinged by the trainees' previous experiences of instructional methods.

B. Knowledge of active learning methods

To point out the teacher educators' knowledge on active learning, the researcher of this study forwarded the following question: "What is an active learning to you?" (see Appendix D). Accordingly, all of the interviewees (see Appendix F-1) reflected their understanding as follows: "Active learning to me is, way of learning in which students take initiative for their learning." (Teacher Educator1, 21/04/2009)

In the same way (Teacher Educator2 on 21/04/2009) stated the following: "Active learning is just a good way of making students participate in the teaching learning process. I have got this in my HDP course."

And (Teacher Educator3 on 22/04/2009) added the following: "Active learning is when students are learning by talking, doing, touching, feeling, and speaking; not as much when they are listening".

The other aspect to which teacher educators were asked to reflect on is, concerning their feeling towards practicing active learning and its importance (see item 4 in Appendix D). In this regard, three of the respondents assured that they are very much interested in using active learning. Moreover, they added that active learning promotes learners

confidence in using the language in real life situation for further communication (see Appendix F-1).

In general it is likely to deduce here that teacher educators have necessary knowledge on active learning and its relevance in the course of teaching learning.

C. The practice of different active learning methods.

As far as practicing different active learning techniques in the classroom is concerned, the following are mentioned by all the interviewees:

- brainstorming
- ice breakers
- pyramiding
- small group work
- dialogues
- pair work
- stories
- games

Here though a number of active learning techniques were mentioned, except small group work, teacher educators were not seen employing during the actual classroom observation sessions.

D. Factors affective the implementation of active learning

During the interview with the teacher educators some of the questions (items 3, 7, 8 and 9 see Appendix D], were forwarded to point out the likely factors which promote or impede the implementation of active learning.

As the teacher educators reflected, the way they were taught has influenced their current practices. For instance teacher educator1 on 21, April 2009 (see Appendix F-1) said the following:

I would say yeah. Because ... well, most of my teachers were my role models and it is obvious that most of our teachers, specially teaching English language were generally based on the grammar approach. They were teaching the language structure and explaining every thing: in one way or another that has influenced me.

In regards of avoiding trainee's reluctance during implementation of active learning, teacher educators suggested that awareness should be created on the uses and benefits of active learning. In line with this, teacher educator² on 21, April 2009 (see Appendix F-1) forwarded his view as follows:

It [avoiding trainees' reluctance] is really a big problem for me. It needs the whole system to be changed beginning from the Ministry of Education curriculum. And people must be actually oriented including the students.

Teacher educators were also reacted to the question raised by the researcher on the conduciveness of the classroom situation. Duly, except one of the interviewees, the other two agreed that the class size is to some extent manageable though there are 40 – 50 students in one class. In similar way, they were also asked to point out some factors which impede the implementation of active learning in EFL classes. In this regard, they indicated that the problems are of three types. These are factors related with instructors, trainees and instructional materials. As they asserted further, instructors' or teacher educators' lack further awareness on active learning. Trainees are also resisting by preferring their previous experiences and the materials are not designed in such a way to implement active learning techniques.

In general it is possible to infer that there are problems which hinder the practice of active learner methods that ranges from immediate classroom situation to the general system of education.

4.1.3.2 The views of prospective Teachers

A. The implementation of active learning

What was assured further by all the interviewed prospective teachers is the existence of difference between the methods of instruction used in secondary and at college level education and that they prefer the methods which are used at college level. For instance, prospective teacher1 (see Appendix f-2) has said the following:

In high school level the teacher was not giving pair work, group work and he did not give chance for students work in pair and group. He could not give any chance for students by using different kinds of strategies (23, April 2009).

For one thing teacher educators may use the advantage of their trainees' perception. Here the prospective teachers reflected that there is difference between instructional methods employed at secondary level education and at their current classes. So it may be possible to provide further orientation on the benefits of active learning in order to implement active learning in EFL classes.

B. The practice of various active learning techniques

In order to obtain information on practice of active learning the prospective teachers were asked the following question: "What types of instructional methods do you think your instructors use in the teaching learning process?" (See Appendix E). Duly, all (3) of the respondents answered that student centered approach. Here none of them pointed

out particular active learning techniques. The reason for this may be lack of orientation and awareness on different types of active learning techniques.

C. Factor affecting the implementation of active learning

Concerning factors that impede the implementation of active learning, except one the other two prospective teachers revealed that there are factors. Some of the factors they pointed are inadequacy of instructional materials and activities and their partners resistance to work with in the assigned pairs.

4.1.4 An Overview of EFL course modules

A. Availability

As both teacher educators and prospective teachers pointed and classroom observation showed, the course modules are not available. In most of the observed sessions it was noted that teacher educators were writing notes on the blackboard from the course modules. Duly, few trainees were seen having the modules during the lessons. Hence what may be inferred from this is that the availability of modules was one of the impeding factors in the course of active learning practices.

B. Objectives

In general, setting objectives can show the overall direction in the teaching learning process. In this regard, the general objectives indicated in two EFL course modules (Enla 206 and 204) were pointed below:

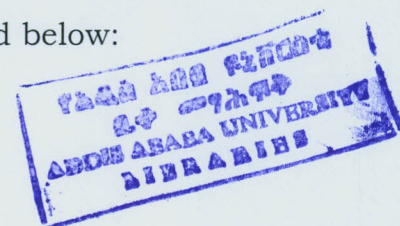


Table 4.17: The general objectives of the EFL course modules

Reading and Study Skills (Enla 206)	Spoken English II (Enla 204)
<p>At the completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • Define and explain the reading in their study • Use the basic skills and strategies of reading in their study • Employ the skills and techniques of writing from reading • Practice a study and exam skills in their course study 	<p>By the successful completion of this course, the learners will be able to:</p> <ul style="list-style-type: none"> • Apply various language expressions in their day to day communication • Give speech in different ways • Feel confident to make public speech • Prepare and present appropriate conversations for various situations • Develop their speaking skills

As we can see from the above table, the objectives set for (Enla 206) are more of product-oriented objectives. This means the objectives are about what students are expected to do or perform at the end of the course completion. On the other hand the objectives set for (Enla 204) contain both product-oriented and behavioral objectives. For instance, the following objectives that indicated above: “Give speech in different ways and prepare and present appropriate conversation for various situations” are behavioral objectives. These objectives are about some observable behaviors. In addition in the above mentioned course modules, each unit objectives were indicated at the beginning of each unit.

In order to promote active learning, course objectives should include other types of objectives, process objectives. These objectives may indicate what students would do during classroom instruction. In line with this, when we see the above set objectives in the modules, process

objectives were not included. Hence, it may be difficult for trainees to be active participants in the classroom instruction

C. Contents

The other important aspect that related with active learning implementation is the familiarity and inclusion of course contents. From what was overviewed the contents treated in both EFL course modules seem familiar for teacher educators and prospective teachers. They assured this in their responses through questionnaire and interview. Moreover, we can note how the contents in both EFL course modules (Enla 206 and 204) may be considered as familiar from the following table:

Table 4.18: The major contents of the EFL course models

contents of each unit	Reading and Study Skill (Enla 206)	Spoken English II (Enla 204)
	<ul style="list-style-type: none"> • The reading process • Reading strategy development • Writing from reading • Study and examination skills. 	<ul style="list-style-type: none"> • Opening and closing conversation • Complements and congratulation • Giving instructions • Asking for repetition • Asking for and offering help • Public speech

As we can see from the table, the contents treated in the modules are seemingly familiar. Duly, the implementation of active learning in the classroom may be enhanced since the contents are familiar to teacher educators and prospective teachers. From the overview of the modules what was further noted is the overcrowding of the contents. In this regard, the overview of Spoken English II (Enla 204) indicated that the contents are a bit overcrowded. For instance, the final unit of the course which says “Public Speech” treated in half of the model (from page 66-127). Moreover, this unit contains more written notes than activities and

tasks. Thus this crowdedness may affect the implementation of active learning.

D. Activities

From the overview of the FEL course modules, it was found that adequate activities and tasks are included under each learning topics. This was further confirmed by the teacher educators and prospective teachers through the questionnaire and interview. Nevertheless, the classroom observation did not show when prospective teachers are given the opportunities to be actively involved in the lessons through the activities and tasks.

4.1.5 Discussion of the Major Findings

In this part, an attempt is made to discuss the major findings of the study that obtained through different data gathering instruments. The discussion is made under four major themes in line with the specific research questions:

- Perceptions and experiences of teacher educators and prospective teachers on active learning.
- Practice of various active learning techniques.
- Teacher educators and prospective teachers' knowledge on the importance of active learning.
- Factors affecting the implementation of active learning.

4.1.5.1 Perceptions and Experiences of Teacher Educators and Prospective Teachers on Active learning

In the course of implementing active learning, the perceptions and experiences of both teachers and students may have a significant impact. For instance, Sguazzin and Grann(1998) stated that the attitudes of teachers and students have a great influence on the effective implementation of active learning. In the same regard, Darry and Terry

(1993) pointed out that active learning seeks the emancipation from the old beliefs that has dominated earlier methods of teaching and thus teachers and students should get the necessary training or orientation about active learning to challenge their old assumptions and create new perspectives. With respect to these ideas, both teacher educators and prospective teachers were asked to reflect on their perceptions and experiences towards active learning methods. Duly, as the results obtained through classroom observation and questionnaire showed, majority of teacher educators and prospective teacher reflected that they prefer to use some active learning techniques such as small group activities. Besides, all (100%) teacher educators and majority of prospective teachers (95.9%) revealed that they are interested in using active learning in the classroom. Moreover, in this study majority of both teacher educators and prospective teachers reflected that student centered (active learning) would promote interactive language learning. From the results of the study it was found that teacher centered instructional approach was the widely used instructional method when teacher educators were in secondary and tertiary level of education. Concerning this majority (80%) of the teacher educators assured it through questionnaire and interview. In the same regard, the majority of prospective teachers witnessed the wide practice of teacher centered instructional approach while they were in the primary and secondary level of education.

In regards of participation in different orientations and trainings on active learning, half of the teacher educators confirmed that they had participated during their pre- service trainings. Besides, they reported that their experiences of the orientations and trainings have a moderate influence in their current EFL classes. Moreover, almost all teacher educators assured that they have participated in different workshops,

trainings and seminars on active learning currently and they indicated that these experiences influence their classroom instruction moderately.

As we can see from the findings of this study majority (77%) of prospective teachers disclosed that they have taken orientation and trainings on active learning since they have joined the college. In the same way more than half (57.9%) of the respondents revealed that their experience of participating in the orientation have moderate impact on their current EFL classes. From the results of this study, it is noted that, 60% of teacher educators reported that they get their learners involved in their learning in each daily lessons. Nevertheless, the actual classroom observation failed to disclose this experience. In general, what may be deduced from the above discussion is that both teacher educators and prospective teachers have positive perceptions and appropriate experiences on active learning though its practice is low.

4.1.5.2 The practices of various active learning techniques

The practice of various active learning strategies has a profound benefit for both teachers and students. For instance, it enables teachers to spend more time with their students and assess progress. In the same way, it would promote autonomous learning, problem solving skills, peer and group interaction for the learners (Capel, et al. 1995). To this effect, in this study both teacher educators and trainees reacted in disclosing how often the various active learning techniques are employed in EFL classes. As shown by teacher educators through the questionnaire, the most frequently used techniques are group work and questioning (see table 4.12). On the other hand, cross group activities, games, debates and concept mapping were indicated that they are rarely employed techniques by the instructors. Besides, as it can be seen from the response of the teacher educators (see table 4.12), most of the active

learning techniques are employed sometimes in EFL classes. In contrary to this, the interviewed teacher educators reported that they have used various active learning techniques most commonly in their class room instruction. From the responses of prospective teachers it was found that the practice of some active learning techniques: group work and questioning are the most frequently used ones by the teacher educators. However, games, debates and concept mapping were witnessed that they are rarely employed by the teacher educators. Further more, the reaction of prospective teachers through questionnaire depicted that majority of active learning strategies are employed some times by their instructors. In this regard, the responses of teacher educators on frequency of practicing various active learning techniques were supported by the replies of teacher educators.

In general, as revealed by different data gathering instruments: observation, questionnaire and interview, the most frequently employed active learning techniques in EFL classes are group work, and questioning. In the same way cross group activities, games, debates, concept mapping and discovery learning were found to be practiced rarely. Hence from this discussion, it may be deduced that the prospective teachers in EFL classes were given the opportunities to be involved in their own learning by using some active learning strategies which may not promote their higher order thinking. Conversely, active learning technique that may promote learners higher order thinking: peers teaching and correction, debates, discovery learning, independent work, active listening and writing and concept mapping were found to be practiced rarely or sometimes (see table 4.12 and 4.13). Thus, from the results of the study on the practice of various active learning techniques it is likely to infer that the implementation is low.

4.1.5.3 Knowledge of the importance of active learning

Active learning strategies that focus on cooperative learning have a profound contribution in effective learning of students. For instance, students become exposed to alternative problem solving strategies, they were not afraid of generating and answering among themselves and they may learn best when they tend to teach one another (Mackeachie ; 1998). In line with this, both prospective teachers and teacher educators were asked to reflect their knowledge on the relevance of active learning through questionnaire and interview. Accordingly, majority of prospective teachers (see table 4.14) expressed their positive agreement on the following benefits of active learning:

- Promotes prospective teachers level of understanding and involves them in problem solving.
- Creates the opportunities to share appliances and encourages friendship.
- Decreases frustration and timid behavior of prospective teachers.
- Promotes active involvement of prospective teachers.
- Promotes self confidence and independent learning of prospective teachers.

Similarly, teacher educators reflected their view on the importance of active learning through interview (see appendix F-1). For majority of teacher educators active learning is a method that helps learners to take initiative for their own learning, a good way of making students participate in the teaching learning process is promoting learners' confidence in using the language in real life situation.

Hence, the possible implication of the above discussion of the results is that both prospective teachers and teacher educators have an adequate knowledge on the benefits of active learning. However, as noted during the classroom observation, their adequate knowledge on the relevance of

active learning does not help them to employ various active learning techniques frequently.

4.1.5.4 Factors affecting the implementation of active learning

As we can note from section 2.12 of this study, there are factors which may enhance or impede the implementation of active learning. In this regard, both teacher educators and prospective teachers were inquired to reflect on some factors affecting the implementation of active learning either through questionnaire or interview. The final parts of the questionnaires that prepared for teacher educators and prospective teachers were about some factors affecting the implementation of active learning (see Appendix B and C). Moreover an attempt is made to point out some affecting factors by using observation checklist during classroom instruction. Duly, the major factors which were found impeding the implementation of active learning are:

- Teacher educators' tendency towards the traditional (Teacher-fronted) explanation method.
- Teacher educators complaining to employ the techniques in EFL classes.
- The prospective teachers lack of interest and reluctance to practice various active learning strategies in EFL classes.

- Teacher educators' perception that the implementation of active learning takes too much time and makes it difficult to cover the contents of the course.
- Overcrowding of the EFL course modules.
- The number of students (large class size).
- Inappropriate arrangement of chairs in such away to practice active learning in small groups.
- Inadequacy of instructional materials.

On the other hand the findings of this study revealed that there are some enhancing factors of implementing active learning in EFL classes. These include:

- The positive perception of both teacher educators and prospective teachers that active learning promotes higher order thinking in the course of teaching learning.
- Adequacy of exercise and activities in the course modules.
- The conduciveness of the classroom to get trainees move freely to work in different groups.

In general, as we may deduce from the above discussion of findings on the factors affecting the implementation of active learning, there are more impeding factors than promoting factors in the course of implementing active learning techniques in EFL classes.

Chapter Five

Summary, Conclusion and Recommendation

This chapter deals with summary, conclusions and recommendations. Accordingly, first a summary of the study and the major findings are made. Then conclusions of the fundamental findings are drawn. Finally, some possible recommendations are forwarded based on the findings of the study.

5.1 Summary

The main purpose of this study was to point out the practice of active learning methods in EFL classes of Hossana college of Teachers' Education. In order to achieve this purpose the following specific research questions under the basic research question were raised in the study:

- How do teacher educators and prospective teachers perceive active learning?
- How often do teacher educators and prospective teachers take part in orientations and trainings on active learning?
- How often do teacher educators implement and prospective teachers involve in active learning?
- Do teacher educators and prospective teachers have a necessary knowledge on the theoretical underpinnings of active learning?

In this study to gather data on the topic, observation, questionnaire, and interview and over viewing the EFL modules were employed as instruments. The data obtained were analyzed quantitatively by using (frequency counts and percentages) and qualitatively. Based on the

analysis of the data, the following major findings were obtained from the study.

5.2 Major Findings

5.2.1 Perceptions and experiences of teacher educators and prospective teachers on active learning.

Concerning perceptions and experiences of teacher educators and prospective teachers on active learning, the following were the major findings obtained from the analysis of the data:

- The majority of the respondents preferred to use active learning techniques.
- The majority of the respondents assure that active learning promotes interactive language learning.
- Almost all the teacher educators and the majority of prospective teachers revealed that they are interested in using active learning techniques in the classroom instruction.
- As both teacher educators and prospective teachers report, teacher centered approach was used in their previous level of education.
- The majority of teacher educators do not take pre-service orientations and trainings.
- Almost all teacher educators and the majority of prospective teachers have taken orientations and trainings currently and these have moderate influence in their current EFL classes.
- More than half of the teacher educators disclose that they get their learners involved in each daily lesson in their own learning. Nevertheless, this was not revealed to the case in the classroom observation.

5.2.2 The practice of various active learning techniques

The analysis of the data disclosed that the extent of practicing active learning techniques in EFL classes of the college was found to be low. As

the classroom observation and responses of teacher educators and prospective teachers confirm, most of the active learning techniques are employed sometimes. However, the most frequently employed active learning techniques that were reported by both respondents are group work and questioning. This is also assured by the results of the classroom observation.

On the other hand, from the findings obtained through data gathering instruments, some active learning techniques, such as games, debates, concept mapping and discovery learning are the rarely employed ones.

5.2.3 Knowledge on the Importance of Active Learning

Concerning some theoretical assumptions on the importance of active learning, teacher educators and prospective teachers show their positive agreement through questionnaire and interview. Some of these assumptions include:

- Active learning promotes trainees' level of understanding, and involves them in problems solving.
- Active learning encourages friendship among trainees.
- Active learning decreases frustration and promotes self-confidence and independent learning.

Though they have shown positive agreement on the importance of active learning, they do not seem practicing active learning techniques frequently.

5.2.4 Factors Affecting the Implementation of Active Learning.

As the findings through questionnaires, interview and observation reveal, some of the major factors, which were found impeding the implementation of active learning, are:

- Teacher educators' tendency towards the traditional explanation (teacher fronted) method.
- The prospective teachers lack of interest and reluctance to practice various active learning strategies in EFL classes.
- The number of students (class size).
- Inappropriate arrangement of chairs in a way to practice active learning.
- Inadequacy of instructional materials.

On the other hand, the findings of the study revealed the following enhancing factors of implementing active learning in EFL classes:

- The respondents' positive perception that active learning promotes higher order thinking in the course of teacher learning.
- Adequacy of exercises and activities in the course modules.
- The conduciveness of the classroom to get trainees more freely to work in different groups.

5.3 Conclusion

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

- The teachers' and students' perceptions towards active learning may affect its implementation in the classroom. Accordingly, in this study both teacher educators and prospective teachers assured that they have positive perceptions. However, they were not seen practicing different active learning techniques frequently. Thus, it can be concluded that their positive perceptions do not lead them to employ the techniques in classroom situation.
- The majority of the respondents confirmed that they have taken some orientations and trainings on active learning in their current EFL classes.
- Active learning is practiced sometimes in the EFL classes of the college.

- Both teacher educators and prospective teachers have adequate know how on the relevance of active learning.
- In the course of implementing active learning there are more impeding factors than enhancing. Hence teacher educators' inclination towards traditional explanation method, the trainees' reluctance during the practice of active learning, class size, inadequacy of course modules are some of the impeding factors.

5.4 Recommendations

In realm of teaching learning, it is difficult to realize the intended objectives and practices without paying particular attention to various factors that would promote successful learning in any level of education. As the findings of this study revealed, the practice of active learning was found low in EFL classes of the college under the study. Based on this, the researcher would like to forward the following recommendations for effective implementation of active learning in different levels of education in general and in college of teachers' education under this study in particular.

- Equipping the practitioners' teaching learning with theoretical orientations may have its own share in helping to achieve the intended objective. However, orientations by their own right may not lead to the successful practice. In this study, both teacher educators and prospective teachers confirmed that they have taken orientations on active learning in different occasions. Hence, what the researcher of this study would like to recommend is that teacher educators should be given trainings on practicing particular active learning techniques in EFL classes.
- From the responses of the majority of teacher educators and prospective teachers in this study it was found that there were no orientations and training on active learning in pre-service

programs. This may be one reason for the low implementation at college level. In order to alleviate this problem there should be adequate orientations and trainings in primary, secondary and tertiary level of education on how to practice active learning.

- In this study, group work and questioning are reportedly the most frequently used active learning techniques in EFL classes. Nevertheless, these are not the only active learning techniques in order to promote learners critical and higher order thinking. Hence, teacher educators should not stick at only one or two types of active learning methods. In stead it is advisable to employ variety of techniques during classroom instructions to get trainees involve in their own learning. Moreover, in language classroom, using games, debates and concept mapping may make learning unforgettable. As the findings of this study reveal these are used rarely by teacher educators in EFL classes. Hence, it would be better if these techniques are employed significantly in EFL classes.
- In any level of education, teachers can have a tendency to be role models in one way or the other for their students. As the finding of this study reveals most of the teacher educators were inclined towards the traditional explanation method of instruction. And they were also observed employing this method frequently. Duly, the prospective teachers may be influenced by their instructors' instructional preference and will keep employing the same method in their future career. Therefore, teacher educators should be good models in promoting active learning in classroom.
- As the findings of this study indicate, prospective teachers have the tendency to resist by being reluctant during the practice of active learning techniques. To alleviate this problem, some awareness creating trainings on classroom practices should be

given for prospective teachers beginning from first year level at the college.

- The other factor that hinders the course of active learning implementation in EFL classes of the college is class size. For this matter teacher educators should develop some coping up strategies. For instance, they can get learners involved in different group activities in classroom and out side the classroom.
- By nature, EFL courses require an especially arranged classroom. As the results of this study reveals, in the classes, chairs are not arranged in a way to promote active learning. Thus, the concerned bodies of the college should work in facilitating the classroom situations.
- In successful implementation of active learning, the adequacy of instructional (course) materials can play a significant role. Based on the findings in this study it was discovered that there is lack of EFL instructional materials. In order to alleviate this problem, the concerned bodies of the college should prepare adequate modules and provide for prospective teachers.

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Appendix A

Addis Ababa University
School of Graduate Studies

Department of Foreign Languages and Literature

Class room observation Checklist to be filled by the observer

The purpose of this checklist is to collect information on practice of active learning methods by teacher educators and prospective teachers during classroom instruction.

I Teacher Activities During Introduction of the Lesson

No	Items	Alternatives	
		Yes	No
1	Asks questions about the previous lessons		
2	Introduces the daily lesson		
3	Classifies the objectives of the lesson		
4	Asks questions to determine prior knowledge		
5	Gives opportunities for students to reflect on questions and review		
6	Gives directions to determine prior knowledge		
7	Encourages trainees to participate on activities		
8	Gets to reflect on questions and reviews		
9	Gets trainees to discuss in small groups		

II Teacher Activates During Presentation of the Lesson

No	Items	Alternatives	
		Yes	No
1	Uses chalk and talk method		
2	Asks questions		
3	Uses brainstorming activities		
4	Provides opportunities to involves trainees in problem solving and discovery learning		
5	Asks prospective teachers to work independently		
6	Asks prospective teachers to work in groups		
7	Asks prospective teachers to work in pairs		
8	Asks students to discuss or debate in large groups		
9	Tells a story in order to present some contents		
10	Uses games and puzzles in presenting a lesson		
11	Involves trainees in peer teaching		
12	Gets trainees in active listening and writing		

III Teacher Activates During Stabilization of the Lesson

No	Items	Alternatives	
		yes	No
1	Points out prospective teachers' mistake indirectly		
2	Gives opportunity for trainees to share their work across groups		
3	Goes round the groups, and motivates and monitors		
4	Controls disciplines when learners work in groups		
5	Asks trainees to do class work and exercises		
6	Asks trainees to take summarized notes		

IV. Teacher Activates During Evaluation of the Lesson

No	Items	Alternatives	
		Yes	No
1	Asks trainees to report their practices		
2	Encourages trainees to ask freely what is unclear		
3	Encourages trainees to give their own comments and feedbacks on what has learned		
4	Gives assignments and homework		
5	Asks trainees to exchange exercise or assignments and corrects one another's work		
6	Asks trainees to form groups and discuss on activities given before		
7	Follows up learners' participation and gives constructive feedback		
8	Elicits correct responses from learners instead of supplying answers		
9	Evaluates prospective teachers' group cooperation		

V. Students activates During introduction of the Lesson

No	Items	Alternatives	
		Yes	No
1	Reflect or respond to questions and reviews		
2	Participate on different activities		
3	Amend or propose the content to be learned		
4	Respond to questions from the previous lessons		
5	Discuss in small groups		
6	Ask questions		

VI. Students Activates During Presentation of the Lesson

No	Items	Alternatives	
		Yes	No
1	Take notes		
2	Give answers to questions		
3	React to teacher's discussion in form of questions		
4	Involved in problem solving and discovery learning		
5	Work activities by their own		
6	Discuss in small groups		
7	Debate or discuss in large group		
8	Make corrections and take feedback		
9	Participate in group discussion and peer work		
10	Express views collectively		
11	Participate in group work and exchange results		
12	Participate in games, puzzles and role playing		
13	Involve in peer teaching		

VII Students activities during Stabilization

No	Items	Alternatives	
		Yes	No
1	Present reports and practices		
2	Discuss in small groups		
3	Share their work across groups		
4	Give comments on what has been learned		
5	Do assignments and homework		
6	Take summarized notes		
7	Participate in debates and brain storming		
8	Ask questions		

VIII Students Activities during Evaluation

No	Items	Alternatives	
		Yes	No
1	Present reports and practices		
2	Motivated to ask questions freely		
3	Give their own comments and feedback on what has been learned		
4	Do assignments and home work		
5	Exchange their assignments and exercises		
6	Form groups and discuss activities given before		
7	Get corrections and feedback		
8	Give answers to questions		
9	Evaluate their own work or progress		

VIII Classroom Organization Management and Instructional Researcher

No	Items	Alternatives	
		Yes	No
1	Is there enough seating for all students?		
2	Are the desks and chairs easily movable?		
3	Is the classroom layout arranged in way to facilitate active learning?		
4	Is their adequate space for movement between chairs?		
5	Is the number of students (class size) appropriate?		
6	Are there available instructional materials to be used?		
7	Is the blackboard the only material to write notes?		
8	Are there especially prepared materials to facilitate English language learning?		

5. What kind of instructional approach do you usually employ to promote your learners' communicative competence in English language?
- A. teacher-centered B. learner centered
C. if any other specify
6. Have you taken any training(s) related to active learning techniques during your pre-service training?
- A. Yes B. No C. uncertain
7. If your response for question no. 6 is 'yes', how do you evaluate the importance of the training (s) in your current classroom instruction?
- A. high B. moderate C. low
8. Have you ever participated in workshops, trainings or seminars on practice of active learning in the classroom?
- A. Yes B. No C. Uncertain
9. If your response is 'yes' for question 8 above how many times have you attended: A. once B. three times C. three times D. four and above times
- 10 Do you think the workshops, trainings or seminars have helped you practice active learning in your classes?
- A. Yes B. No C. Uncertain
11. How often do your learners involve in their own learning in the classroom?
- A. In each daily lessons B. Once in per two lessons
C. twice per five lessons D. Once per five lessons
E. Not known

II. Practice of various active Learning Techniques

Direction: Below are items that contain different active learning techniques. Please choose and put a tick (√) mark on the correct alternative that represents how often the techniques are implemented in your language classes.

No.	Active learning techniques	Alternatives				
		Never	Rarely	Sometimes	Usually	Always
1	Group work					
2	Think-pair-share					
3	Pairs-check					
4	Cross-group activities					
5	Games					
6	Questioning					
7	Peer teaching and correction					
8	Debates					
9	Concept mapping					
10	Discovery learning					
11	Brainstorming					
12	Telling a story					
13	Active listening and writing					
14	Independent work					
15	Role play and simulation					
16	Self-evaluation					

Appendix C

Addis Ababa University

School of Graduate Studies

Department of foreign language and literatures

Questionnaire to be filled by prospective teachers

The aim of this questionnaire is to assess the views of prospective teachers on the practice of active learning in English language classes. Hence, there is no write or wrong answer. But your genuine response is valuable in order to attain the objective of the study. Therefore, you are kindly requested to give genuine answers to the questions.

Thank you in advance!

Part I. The implementation of active learning

Direction: Below are items related to your perception and observation on practice of active learning (student-centered) method in classrooms. Please indicate your answer by circling your choice.

1. What types of activities would you prefer your instructors usually to use during instruction in English language classes?
 - a. individual
 - b. pair
 - c. small group
 - d. Whole-class discussion
2. Which of the following instructional methods were often used when you were in primary and secondary schools?
 - a. Teacher- centered
 - b. student-centered (active learning)
 - c. both methods
3. What are the instructional methods that widely used by your instructors at English language classes?
 - a. active learning methods (group, pair and individual activities)
 - b. Active teaching (more instructors' explanation but low students' involvement)
 - c. a and b

II. The practice of various active learning techniques

Direction: Below are items containing different active learning techniques. Please choose the appropriate alternative and put a tick (√) mark to indicate how often your instructors (teacher educators) use different active learning techniques.

No	Active learning techniques	Alternatives				
		Never	Rarely	Sometimes	Usually	Always
1	Group work					
2	Think-pair-share					
3	Pairs-check					
4	Cross-group activities					
5	Games					
6	Questioning					
7	Peer teaching and correction					
8	Debates					
9	Concept mapping					
10	Discovery learning					
11	Brainstorming					
12	Telling a story					
13	Active listening and writing					
14	Independent work					
15	Role play and simulation					
16	Self-evaluation					

Part IV. Factors affecting the implementation of active learning

Direction: Below are items on factors affecting the implementation of active learning. Select appropriate alternative and put a tick (✓) mark.

No	Factors affecting active learning implementation	Alternatives		
		Yes	No	Uncertain
1	Do you think that teacher educators' (your instructors) preference to the traditional lecture or explanation method has affected the implementation of active learning?			
2.	Do you think the prospective teachers' lack of interest on using active learning techniques affect the practice of it in language learning classes?			
3.	Is there unavailability of instructional materials to practice active learning?			
4.	Are the modules prepared in such away that is interactive and friendly with you?			
5.	Are there adequate activities and exercises in the modules to practice?			
6.	Are the contents of the modules complex and difficult to understand?			
7.	Do you think that implementing active learning takes too much time compared with lectures and thus it is not better method to cover the course materials?			
8.	Do the number of students (large class size) hinder the implementation of active learning?			
9.	Are the arrangements of chairs and tables in your classroom suitable to work in different groups?			
10.	Can you move in your classroom freely to work with your friends?			

Appendix D

Interviews to teacher educators

Basic guiding sample interview questions

1. What is an active learning to you?
2. Are there similarities or differences in instructional methods between secondary school education and tertiary education?
3. Do you think your present style of teaching has been influenced by the way you were taught? How?
4. What is your feeling towards practicing active learning in English language classrooms? Can you mention some importance of it?
5. What feelings have you observed from your trainees when engaged in active learning?
6. Can you mention some of the active learning techniques that you employ to get the trainees learn in the class as well as outside the classroom?
7. How do you avoid trainees' reluctance in learning in a cooperative way?
8. Do you think the classroom environment is conducive to implement active learning?
9. What factors do you think affect the implementation of active learning in English learning classes?
10. What is your general comment on application of active learning at college level?

Appendix E

Interviews to prospective teachers

Basic guiding sample interview questions

1. How are you enjoying your college education?
2. Do you see any difference and similarity between the methods of teaching by your teachers in high school and here at college level?
3. If there is any observed difference between the methods, which one do you think effective to learn?
4. Do your instructors in English learning classes give you activities that engage you in individual, pair and small groups?
5. What is your feeling when your instructors ask you to work in pairs and small groups?
6. What type of instructional methods do you think your instructors use in the teaching learning process?
7. Do you think activities or exercises in English course materials (modules) suitable to work together with your partners?
8. Did you note any problems that have affected your learning while instructors let you work together with your partners?

Appendix F-1

Sample Interview with Teacher Educators

TEACHER EDUCATOR 1

The Researcher (R): First thank you for your willingness to this interview. You begin by telling which year students you are teaching here at college.

Teacher Educator1 (TE1): Well I mostly teach second and third year language students.

R: Alright. Just to begin, what is an active learning to you?

TE1: Active learning to me is, way learning in which students take initiative for learning.

R: Are there similarities and differences in instructional method between secondary school education and tertiary education?

TE1: I would say yeah. Actually when I was in secondary school, mostly teaching was teacher dependent. We expect every thing from the teacher. Hopefully this trend is changing these days. Because of the differences between secondary and the teaching here at college level is; our students as compared to the ones in secondary school are a bit matured. They know what they are doing and they can do things the way you organize things for them to do. That the basic difference. If they can use the advantage that properly we can just make them better students.

R: Do you think your present style of teaching has been influenced by them the way you were taught? How?

TE1: Yeah, I would say yes. Because most of my teachers were my role models and it is obvious that most of our teachers specially in teaching English language were generally based on grammar approach, teaching the language structure and explaining everything, generally memorizing and learning rules. In one way or another that has influenced me and I

am trying to detach my self from. For it is not the benefit of our students. But generally yes it has.

R: What is your feeling towards practicing active learning in English language classrooms? Can you mention some importance of it?

TE1: Yeah active learning is good if the condition is favorable for teaching. Generally we learn the language for its purpose or aim is communication. If that is the case, students should practice the language in the classroom and develop confidence to use the language in the real life situation. So it facilitates or promotes this aim of the language learning. So active learning is useful to students.

R: What feelings have you observed from your trainees when engaged in active learning?

TE1: There is a kind of resistance. The resistance as I think has two reasons: The first thing is, generally they consider as learning grammar is useful as they were trained towards that for the explanation purpose when they were in lower grades. And second is lack of awareness these two reasons there is a kind of resistance towards using it.

R: Alright: Can you mention some of the active learning techniques that you employ to get the trainees learn in the class as well as out side the classrooms?

TE1: Actually the most common way we use is; just trying to form groups, interaction between groups, interaction between individuals and so forth.

R: Well, how do you avoid trainees' reluctance in learning in a cooperative way?

TE1: The main thing is to create awareness first of all. For example before starting any activity I designed for them just I try to explain what benefit that does to them in improving their language, why we are doing that particularly. If they properly understand that besides the language

barrier they have, they are willing to participate. Still there is a kind of resistance in using it.

R: Do you think the classroom environment is conducive to implement active learning?

TE1: As far as the economic situation of this country is considered, I would say yes. Some of my colleagues were complaining about class size and we have an average of 40 students and manageable generally. So I would say yes it is.

R: what factors do you think affect the implementation of active learning in English learning classes?

TE1: Hmm. Let me see this from three sides. The first one is teacher related factors: some of them do not have proper training in the area. Specially after taking the HDP program, we just improving a lot, we are trying to implement active learning. So there is some kind of factor related to teachers' designing materials for active learning. It is tiresome actually, so that factor is there. The second one I would say students related. As I said, our students generally are grammar oriented. Therefore, they would just resist you to teach to cover the grammar part other than engaging them in different ways of active learning activities. The third is related with the teaching material. The materials in most cases is not designed in such a way that to implement active learning method.

R: What is your general comment on application of active learning at college level?

TE1: Yeah, it is good to use active learning since we are training our candidates to be teachers in the future. If that is the case we need to tune them towards that area. They should be able to use it in the future in a particular classroom. Most of our texts or modules prepared in these

days are mainly focused on grammar. So we need to focus on more communicative aspect of learning.

R: Thank you.

TE1: You are welcome.

TEACHER EDUCATOR2

The Researcher (R): First thank you for your willingness to this interview. You begin by telling which year students you are teaching here at college.

Teacher Educator2 (TE2): I mostly teach second year students.

R: Well what is an active learning to you?

TE2: Active learning is just a good way of making students participate in teaching learning process and I have got this in my HDP course.

R: Are there similarities or differences in instructional method, between secondary school education and tertiary education?

TE2: Of course. But, it is becoming the same now days I do not know why. Most of the time here in our college just most us, I can say teach like we were taught in secondary school.

R: Do you think your present style of teaching has been influenced by the way you were taught?

TE2: Of course. I was taught by the teachers who just follow the teacher centered method. Now I am influenced by the way I was taught.

R: What is your feeling towards practicing active learning in English language classrooms? Can you mention some importance of it?

TE2: I have just positive attitude towards active learning method. If situations are comfortable, as much as possible I try to apply in my classroom.

R: What feeling have you observed from your trainees when engaged in active learning?

TE2: Really I can say some are very interested in active learning method. Whereas others, you know consider it as if the teacher is idle in the classroom and they want to be just...What can I say?...to tell them every thing they want every thing from the teacher ...they want you to write all the note other than involving them in this kind of activities.

R: Can you mention some of the active learning techniques that you employ to get the trainees in the class as well as outside the classrooms?

TE2: Ok. Let me begin from the classroom. In the classroom I just use brainstorming, ice breakers pyramiding, pairs and small group works. As to out side I haven't practiced it.

R: All right. How do you avoid trainees' reluctance in learning in a cooperative way?

TE2: It is really a big problem for me. It needs the whole system to be changed beginning from the ministry of education curriculum, and people must be actually oriented including the students.

R: Do you think the classroom environment is conducive to implement active learning?

TE2: Of course, it is not, in most of the classes it not suitable.

R: What factors do you think affect the implementation of active learning in English learning classes?

TE2: Well my general comment is that all the teachers here at college must be involved in CDP (continuous professional development) programs.

R: Thank you very much.

TE2: My pleasure.

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Appendix F-2

Sample Interview with Prospective Teachers

PROSPECTIVE TEACHER1

Researcher (R): How are you enjoying your college education?

Prospective Teacher (PT1): It is very nice.

R: well, do you see any difference and similarity between the methods of teaching by your teachers in high school and here at college level?

PT1: Yes.

R: How do you explain that difference?

PT1: In high school level the teachers did not give pair work, group work and they did not give chance for students. But at college level teacher get students do pair work; group work and he can give any chance for students.

R: Which one do you think effective?

PT1: It seems to me the college level teaching method is very nice and effective.

R: All right. Do your instructors in English learning classes give you activities that engage you in individual, pair and small groups?

PT1: Yes.

R: What is your feeling when your instructors ask you to work in pairs and small groups?

PT1: It is very nice because it improve my work and speaking skill.

R: What type of instructional methods do your instructors employ?

PT1: Student centered.

R: Right. Do you think activities or exercises in English course materials (modules) suitable to work together with your partners?

PT1: Yes.

R: Good, did you note any problems that have affected your learning while instructors let you work together with your partners?

PT1: No problem.

R: That is all. Do you have any more comment finally on implementation of active learning techniques?

PT1: Ok, every thing seems to me very nice. In my opinion no problem but some times some students are passive and they do not form group, but it is good any way. Last year I could not speak English well, but in this year I can communicate in English and I have got self confidence.

R: Thank you very much.

PT1: Thank you.

Prospective Teacher2

Researcher(R): How are you enjoying college education?

Prospective Teacher2 (PT2): It is ok and I am enjoying college education. It is very interesting and I have no words to explain it. It is very nice it makes me happy and be pleased.

R: Do you see any difference and similarity between the methods of teaching by your teachers in high school and here at college level?

PT2: Of course, yeah. In high school more focus is on the theory. The teacher who is teaching in high school they always focus on theory part but at college level it focuses on practice and it is very important because it is learning by doing. So this is the difference.

R: If there any observed difference between the methods, which one do you think effective to learn?

PT2: At college level, you know it is more of practice. Therefore it is effective to learn at college level.

R: Do your instructors in English learning classes give you activities that engage you in individual, Pair and small groups?

PT2: Yes. They are ordering us to do in pairs, small groups and individually.

R: What is your feeling when your instructors ask you to work in pairs and small groups?

PT2: It is very interesting to work in groups. Because we human beings are different and we have different knowledge so we can share different ideas. It is important to improve our English so it is nice.

R: What type of instructional methods do you think your instructors use in teaching learning process?

PT2: Well, student centered methods.

R: Did you think activities or exercises in English course materials (modules) suitable to work together with your partners?

PT2: Well, actually it not suitable.

R: Do you note any problems that have affected your learning while instructors let you work together with your partners?

PT2: Actually it is not more but a little bit there is. When the instructors give pair work the student may not agree on it because they lack interest about it.

R: Do you have any final comment on implementation of active learning techniques?

PT2: In the secondary and primary level, learning English language focused more on grammar. So here in college level more focus is given to learn and develop language skills, therefore we always afraid not to make any grammar mistake while working with our partners. So this is one problem which affects using active learning techniques in the classroom.

R: Thank you very much.

PT2: You are welcome.

Appendix G-1

Results of classroom Observation

Teacher Educator1
Course: Spoken English II

I. Teacher Activities During Introduction of the Lesson

No.	Items	lessons observed	Alternatives	
			Yes	No
1	Asks questions about the previous lessons	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		✓
2	Introduces the daily lesson	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓
3	Classifies the objectives of the lesson	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
4	Asks questions to determine prior knowledge	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		✓
5	Gives opportunities for students to reflect on questions and review	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3		✓
6	Gives directions to determine prior knowledge	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3	✓	
7	Encourages trainees to participate on activities	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3	✓	
8	Gets to reflect on questions and reviews	Lesson 1	✓	
		Lesson 2	✓	✓
		Lesson 3	✓	✓
9	Gets trainees to discuss in small groups	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3		✓

II. Teacher Activities During Presentation of the Lesson

No.	Items	lessons observed	Alternatives	
			Yes	No
1	Uses chalk and talk method	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3	✓	
2	Asks questions	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3		✓
3	Uses brainstorming activities	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
4	Provides opportunities to involves trainees in problem solving and discovery learning	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓
5	Asks prospective teachers to work independently	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
6		Lesson 1	✓	✓

7	Asks prospective teachers to work in groups	Lesson 2	✓	
		Lesson 3		✓
		Lesson 1		✓
8	Asks students to discuss or debate in large groups	Lesson 2	✓	
		Lesson 3	✓	
		Lesson 1		✓
9	Tells a story in order to present some contents	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
10	Uses games and puzzles in presenting a lesson	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		✓
11	Involves trainees in peer teaching	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
12	Gets trainees in active listening and writing	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3	✓	

III. Teacher Activities During Stabilization of the Lesson

No.	Items	lessons observed	Alternatives	
			Yes	No
1	Points out prospective teachers' mistake indirectly	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
2	Gives opportunity for trainees to share their work across groups	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
3	Goes round the groups, and motivates and monitors	Lesson 1		✓
		Lesson 2	✓	✓
		Lesson 3		✓
4	Controls disciplines when learners work in groups	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		✓
5	Asks trainees to do class work and exercises	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3	✓	
6	Asks trainees to take summarized notes	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3	✓	

IV. Teacher Activities During Evaluation of the Lesson

No.	Items	lessons observed	Alternatives	
			Yes	No
1	Asks trainees to report their practices	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
2	Encourages trainees to ask freely what is unclear	Lesson 1		✓
		Lesson 2		✓
		Lesson 3	✓	
3	Encourages trainees to give their own comments and feedbacks on what has learned	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓
4	Gives assignments and homework	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		✓
5	Asks trainees to exchange exercise or assignments and	Lesson 1		✓

5	Asks trainees to exchange exercise or assignments and corrects one another's work	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
6	Asks trainees to form groups and discuss on activities given before	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3	✓	
7	Follows up learners' participation and gives constructive feedback	Lesson 1		✓
		Lesson 2		✓
		Lesson 3	✓	
8	Elicits correct responses from learners instead of supplying answers	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
9	Evaluates prospective	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓

V. Students activities during introduction of the Lesson

No.	Items	Lessons observed	Alternatives	
			Yes	No
1	Reflect or respond to questions and reviews	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3	✓	
2	Participate on different activities	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3	✓	
3	Amend or propose the content to be learned	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
4	Respond to questions from the previous lessons	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3	✓	
5	Discuss in small groups	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3	✓	
6	Ask questions	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓

VI. Students Activities During Presentation of the Lesson

No.	Items	Lessons observed	Alternatives	
			Yes	No
1	Take notes	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3	✓	
2	Give answers to questions	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3	✓	
3	React to teacher's discussion in form of questions	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
4	Involved in problem solving and discovery learning	Lesson 1		✓
		Lesson 2	✓	

5	Work activities by their own	Lesson 3		✓
		Lesson 1		✓
		Lesson 2		✓
6	Discuss in small groups	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3		✓
7	Debate or discuss in large group	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
8	Make corrections and take feedback	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
9	Participate in group discussion and peer work	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓
10	Express views collectively	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
11	Participate in group work and exchange results	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		✓
12	Participate in games, puzzles and role playing	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
13	Involve in peer teaching	Lesson 1		✓
		Lesson 2		✓
		Lesson 3	✓	

VII. Students activities during Stabilization

No.	Items	Lessons observed	Alternatives	
			Yes	No
1	Present reports and practices	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
2	Discuss in small groups	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3		✓
3	Share their work across groups	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
4	Give comments on what has been learned	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
5	Do assignments and homework	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
6	Take summarized notes	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3	✓	
7	Participate in debates and brain storming	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
8	Ask questions	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓

VIII. Students Activities during Evaluation

No.	Items	lessons observed	Alternatives	
			Yes	No
1	Present reports and practices	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
2	Motivated to ask questions freely	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
3	Give their own comments and feedback on what has been learned	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
4	Do assignments and home work	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
5	Exchange their assignments and exercises	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
6	Form groups and discuss activities given before	Lesson 1	✓	
		Lesson 2		✓
		Lesson3	✓	
7	Get corrections and feedback	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
8	Give answers to questions	Lesson 1		✓
		Lesson 2	✓	
		Lesson3	✓	
9	Evaluate their own work or progress	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓

VIII. Classroom Organization Management and Instructional ^{Resource} ~~Researcher~~

No.	Items	lessons observed	Alternatives	
			Yes	No
1	Is there enough seating for all students?	Lesson 1	✓	
		Lesson 2	✓	
		Lesson3	✓	
2	Are the desks and chairs easily movable?	Lesson 1	✓	
		Lesson 2	✓	
		Lesson3	✓	
3	Is the classroom layout arranged in way to facilitate active learning?	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
4	Is their adequate space for movement between chairs?	Lesson 1	✓	
		Lesson 2	✓	
		Lesson3	✓	
5	Is the number of students (class size) appropriate?	Lesson 1	✓	
		Lesson 2	✓	
		Lesson3	✓	
6	Are there available instructional materials to be used?	Lesson 1	✓	
		Lesson 2	✓	
		Lesson3		✓
7	Is the blackboard the only material to write notes?	Lesson 1		✓
		Lesson 2		✓
		Lesson3	✓	
8	Are there especially prepared materials to facilitate English language learning?	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓

Appendix G-1

Results of classroom Observation

Teacher Educator1

Course: Reading and Study Skills

I. Teacher Activities During Introduction of the Lesson

No.	Items	Lessons observed	Alternatives	
			Yes	No
1	Asks questions about the previous lessons	Lesson 1		✓
		Lesson 2		✓
		Lesson 3	✓	
2	Introduces the daily lesson	Lesson 1	✓	✓
		Lesson 2	✓	✓
		Lesson 3	✓	✓
3	Classifies the objectives of the lesson	Lesson 1	✓	✓
		Lesson 2	✓	✓
		Lesson 3	✓	✓
4	Asks questions to determine prior knowledge	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
5	Gives opportunities for students to reflect on questions and review	Lesson 1	✓	✓
		Lesson 2		✓
		Lesson 3		✓
6	Gives directions to determine prior knowledge	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
7	Encourages trainees to participate on activities	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
8	Gets to reflect on questions and reviews	Lesson 1		✓
		Lesson 2	✓	✓
		Lesson 3		✓
9	Gets trainees to discuss in small groups	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓

II. Teacher Activities During Presentation of the Lesson

No.	Items	Lessons observed	Alternatives	
			Yes	No
1	Uses chalk and talk method	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3	✓	
2	Asks questions	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3	✓	
3	Uses brainstorming activities	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
4	Provides opportunities to involves trainees in problem solving and discovery learning	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
5	Asks prospective teachers to work independently	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
6		Lesson 1	✓	
		Lesson 2	✓	

7	Asks prospective teachers to work in groups	Lesson 3		✓
		Lesson 1		✓
8	Asks prospective teachers to work in pairs	Lesson 2		✓
		Lesson 3		✓
		Lesson 1		✓
9	Asks students to discuss or debate in large groups	Lesson 2		✓
		Lesson 3		✓
		Lesson 1		✓
10	Tells a story in order to present some contents	Lesson 2		✓
		Lesson 1		✓
		Lesson 3		✓
11	Uses games and puzzles in presenting a lesson	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
12	Involves trainees in peer teaching	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
13	Gets trainees in active listening and writing	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓

III. Teacher Activities During Stabilization of the Lesson

No.	Items	Lessons observed	Alternatives	
			Yes	No
1	Points out prospective teachers' mistake indirectly	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3		✓
2	Gives opportunity for trainees to share their work across groups	Lesson 1		✓
		Lesson 2		✓
		Lesson 3	✓	
3	Goes round the groups, and motivates and monitors	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓
4	Controls disciplines when learners work in groups	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
5	Asks trainees to do class work and exercises	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3		✓
6	Asks trainees to take summarized notes	Lesson 1		✓
		Lesson 2	✓	
		Lesson 2		✓

IV. Teacher Activities During Evaluation of the Lesson

No.	Items	Lessons observed	Alternatives	
			Yes	No
1	Asks trainees to report their practices	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓
2	Encourages trainees to ask freely what is unclear	Lesson 1		✓
		Lesson 2		✓
		Lesson 3	✓	
3	Encourages trainees to give their own comments and feedbacks on what has learned	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
4	Gives assignments and homework	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
5	Asks trainees to exchange exercise or assignments and corrects one another's work	Lesson 1		✓
		Lesson 2		✓

5	Asks trainees to exchange exercise or assignments and corrects one another's work	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
6	Asks trainees to form groups and discuss on activities given before	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		
7	Follows up learners' participation and gives constructive feedback	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓
8	Elicits correct responses from learners instead of supplying answers	Lesson 1		✓
		Lesson 2		✓
		Lesson 3	✓	
9	Evaluates prospective teachers' group cooperation	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓

V. Students activities during introduction of the Lesson

No.	Items	lessons observed	Alternatives	
			Yes	No
1	Reflect or respond to questions and reviews	Lesson 1		✓
		Lesson 2		✓
		Lesson 3	✓	
2	Participate on different activities	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		✓
3	Amend or propose the content to be learned	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
4	Respond to questions from the previous lessons	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3	✓	
5	Discuss in small groups	Lesson 1		✓
		Lesson 2		✓
		Lesson 3	✓	
6	Ask questions	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓

VI. Students Activities During Presentation of the Lesson

No.	Items	lessons observed	Alternatives	
			Yes	No
1	Take notes	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3	✓	
2	Give answers to questions	Lesson 1	✓	
		Lesson 2	✓	
		Lesson 3	✓	
3	React to teacher's discussion in form of questions	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
4	Involved in problem solving and discovery learning	Lesson 1		✓
		Lesson 2		✓

5	Work activities by their own	Lesson 3		✓
		Lesson 1		✓
		Lesson 2	✓	
6	Discuss in small groups	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		✓
7	Debate or discuss in large group	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		✓
8	Make corrections and take feedback	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
9	Participate in group discussion and peer work	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
10	Express views collectively	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		✓
11	Participate in group work and exchange results	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
12	Participate in games, puzzles and role playing	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
13	Involve in peer teaching	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓

VII. Students activities during Stabilization

No.	Items	lessons observed	Alternatives	
			Yes	No
1	Present reports and practices	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
2	Discuss in small groups	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓
3	Share their work across groups	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
4	Give comments on what has been learned	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓
5	Do assignments and homework	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓
6	Take summarized notes	Lesson 1		✓
		Lesson 2	✓	
		Lesson 3		✓
7	Participate in debates and brain storming	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3		✓
8	Ask questions	Lesson 1	✓	
		Lesson 2		✓
		Lesson 3	✓	

VIII. Students Activities during Evaluation

No.	Items	lessons observed	Alternatives	
			Yes	No
1	Present reports and practices	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
2	Motivated to ask questions freely	Lesson 1		✓
		Lesson 2	✓	
		Lesson3		✓
3	Give their own comments and feedback on what has been learned	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
4	Do assignments and home work	Lesson 1	✓	
		Lesson 2		✓
		Lesson3		✓
5	Exchange their assignments and exercises	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
6	Form groups and discuss activities given before	Lesson 1		✓
		Lesson 2	✓	
		Lesson3	✓	
7	Get corrections and feedback	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
8	Give answers to questions	Lesson 1	✓	
		Lesson 2	✓	
		Lesson3		✓
9	Evaluate their own work or progress	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓

VIII. Classroom Organization Management and Instructional Resources

No.	Items	lessons observed	Alternatives	
			Yes	No
1	Is there enough seating for all students?	Lesson 1	✓	
		Lesson 2	✓	
		Lesson3	✓	
2	Are the desks and chairs easily movable?	Lesson 1	✓	
		Lesson 2	✓	
		Lesson3	✓	
3	Is the classroom layout arranged in way to facilitate active learning?	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
4	Is their adequate space for movement between chairs?	Lesson 1	✓	
		Lesson 2	✓	
		Lesson3	✓	
5	Is the number of students (class size) appropriate?	Lesson 1	✓	
		Lesson 2	✓	
		Lesson3	✓	
6	Are there available instructional materials to be used?	Lesson 1		✓
		Lesson 2		✓
		Lesson3		✓
7	Is the blackboard the only material to write notes?	Lesson 1	✓	
		Lesson 2	✓	
		Lesson3	✓	
8	Are there especially prepared materials to facilitate English language learning?	Lesson 1		✓
		Lesson 2		✓
		Lesson 3		✓

Declaration

This thesis is my original work and all sources of materials used for the thesis have been duly acknowledged.

Name

Deneke Lefebv

Signature



Date

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