

DILLA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

TEACHER'S PERCEPTIONS, PRACTICES AND CHALLENGES IN
IMPLEMENTATION OF ACTIVE LEARNING IN EFL CLASSROOM IN JUNIOR
SECONDARY SCHOOL GRADE 7: IN THE CASE OF DILLA ZURIA WOREDA,
WONAGO TOWN AND WONAGO WOREDA SELECTED PRIMARY SCHOOLS

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Teacher's Perceptions, Practices and Challenges in Implementation of Active Learning in
EFL Classroom in Junior Secondary School Grade 7: In the Case Dilla Zuria Woreda,
Wonago Town and Wonago W4oreda Selected Primary Schools

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DEDICATION PAGE

I dedicated this thesis to my mother Mrs. Zenebech Bolle because she has been playing great roles in my life since I was baby. She carried me from different affections that could hinder me from live and success. In, addition, she wishes better things to me and loves me above herself and she was been in my side when I was doing this thesis by serving in important advice and supporting in finance so I have been motivated to dedicate this to her.

STATEMENT OF AUTHOR

In the beginning, I would like to declare that this thesis is my original work and that all reference sources of material were used for this thesis have been clearly acknowledged. This thesis had been submitted in partial fulfillment of the requirements for an advanced MA degree at the Dilla University and has been deposited at the University Library to be made available to borrowers under rules of the Library. In full confidence, I declare that this thesis hasn't been submitted to any other institution anywhere for the program or the award of any academic degree, diploma, or certificate in the Ethiopia or other parts of the world.

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LIST OF ABBREVIATIONS

ALM	Active Learning Methodology
DELL	Department of English Language and Literature
EFL	English as a Foreign Language
ELT	English Language Teaching
MoE	Ministry of Education

BIOGRAPHICAL SKETCH

The researcher was born in Southern part of Ethiopia Gedeo Zone Yirga Cheffie Woreda Adame kebele in 1998 G.C. He had started his education in Christian Church in Mele in 2004, and then he completed his primary education in Adame Primary School in 2012. He had joined Yirga Cheffie Comprehensive Secondary School in 2013, and then he took Ethiopian Secondary School National Examination of Grade10 in 2014. He completed Preparatory Education by taking Ethiopian Universities Entrance Examination in 2016. He had joined Arba Minch University in 2017 and started studying English language and literature in Bachelor of Art Degree, and he graduated in 2019. Later on, he trained Post Graduate Diploma Training in Dilla University in 2020/2021. Indeed, he had four years' work experience in teaching English subject in primary school and secondary school.

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ABSTRACT

The main purpose of this study was an evaluation of teacher's the perceptions, practices and challenges in implementation of active learning in EFL classroom in junior secondary school grade 7: In the case of Gedeo Zone Selected Primary Schools. To achieve this purpose, three research questions were formulated. Descriptive research design was employed because the study was case research. Both quantitative and qualitative research methods were employed in the study because the data which was collected in questionnaire (close-ended questions) was analyzed in quantitative and which was collected in questionnaire (open-ended questions), interview, observation and textbook evaluation was discussed in a paragraph, and four different data gathering tools were designed: questionnaire, interview, observation and textbook evaluation, and then the data were collected from participant. The data which had been gathered in different tools was discussed in table by stating in number and percentage, and it was discussed in written. The data had been collected in different tools analyzed and interpreted; it was listed in table in number and percentage which had been collected in close-ended questions of questionnaire, and the data was discussed in written which had been collected in open-ended evaluation was questions in questionnaire, interview, observation and textbook evaluation. Based on the data analysis and interpretation, the summary, finding, conclusion and recommendation were forwarded. Finally, the finding of the study indicated that teachers had positive perception in the active learning but it was not enough as the active learning EFL classroom facilitator of instruction, teachers were practicing the active learning strategies to in ELT classroom; but their practice were highly focused on speaking and listening skills, and their practice was unsatisfactory in other skills and areas., and different challenges affected the implementation of active learning in the EFL classroom from different sides; student related: lack of interest, base in lower grade and so on, teacher related: less preparation, less professional performance in active learning and so on, other: shortage of textbook, classroom facilities, reference books, content, illustration and activities imbalance in the textbook because they haven't been designed by considering the balance between language skills and areas.

UNIT ONE

INTRODUCTION

1.1 Background of the Study

Learning is main weapon to create influential people in this world because it helps individuals how they can do something, how they can talk in different situations and so on. Literate society does and talks about each and everything wisely. As (Harrison, 2002, p. 4) paraphrased about learning from Marton & Ramsden (1988) “Learning is a qualitative change in a person’s way of seeing, experiencing, understanding and conceptualizing something in the real world.” Learning has many importance for a given learner; it changes thinking skills, improves the abilities of doing something, helps to internalizing and applying something. In generally, it is necessary thing for every person in this world to change and to lead his/her life.

Language Learning is the processes of learning language macro skills and language areas. According to (Hall, 2011, p. 66) citing Krashen (1977) about language learning, language learning is unlike to language acquisition because it needs conscious attention to have skills of language. When the students learn language, they must give their attention to be well-skilled person in a given language. They need to focus in all language skills because all language skills are inter-related each other. So, teachers should manage language learning to include all language skills.

Different scholars argued about language learning in different time, their ideas were different one another. Each scholar raised their ideas in the language learning, the second view had been modified from first view, and the third view was modified from second view. The classical humanism focused on teacher; as (L.Clark, 1987, p. 5) described the humanists’ idea about language learning; language instruction is highly controlled by the classroom teacher. Everything was being come from the teachers, they were taken as only source knowledge in the classroom; this means it is method of passive learning because students couldn’t be active

learners. The reconstructionism was concerned with environment of the learners; the language learning is related with social, political, economic, cultural issues of the society, and it is objective-driven (L.Clark, 1987, p. 15). The instruction is related with community according to reconstructionism. Progressivism deals with student-centered approach of language learning; “It makes for a learner-centered approach, which attempts to promote the pupil’s development, as an individual with intellectual and emotional needs, and as a social being he/she is seen as a whole person and not just as a disembodied intellect (L.Clark, 1987, p. 15)”. This view of language learning is unique from the beginning two views because it is highly focused on motivating students to take responsibilities by participating in the teaching and learning processes in the classroom.

As the argument has been discussed in the above section about suitable method to teach language in third view, active learning is better method to use in ELT classroom because it empowers all concerned bodies to participate in teaching and learning processes. And (Ur, 2009, p. 10) discussed about language teaching process principle to guide learners to acquire foreign language; presenting, practicing and testing, to promote this process classroom teacher needs to use appropriate teaching acts. If teacher uses active learning, he/she can promote this process. Active learning invites each person to take part in the processes of learning, so, all concerned bodies shift their attention to the processes of the learning (Cotton, 1995, p. 111). Teacher is not only source of knowledge and skills of language in active learning, but he/she is a facilitator of learning because his/her roles are facilitating and guiding the students. Students are not passive learners in the classroom and out of the classroom because they participate actively in the teaching and learning processes; they don’t wait all things from their teacher in given session. As (Geressu, 2008, p. 17) discussed the finding of Johnson’s and Johnson’s (1989) study in active learning that it suitable to initiate learners to create close relation between students and to guide them to work together. It is effective method of instruction to apply collaborative learning and to have responsible students for the learning.

In ELT classroom, active learning is effective pedagogy to create responsible students for their learning in a given time. As Afzal S.M & Kalam (2021; 96-97) paraphrased from (Taylor and Wilding, 2009) & (Miller, Rycek and Fritson, 2011) when active learning was started to the practice in our world by getting focus in different societies and how much it is different from traditional mode of instruction; 21st century is good time for education because active learning has been being applied in the world, but in different parts of the world have been following traditional modes which has many negative sides; for instance limited outreach, absenteeism, stunted learning potential and high dropout rates, in contrary, active learning, students have willingness to take part in the instruction and they can develop their critical thinking capabilities. In addition, (Ronnie H. Shroff, 2021, p. 221) discussed in their study about when ALM got attention in the world; “Over the last two decades, active learning as a pedagogical approach has emerged, placing strong relative importance on various methods of instruction and the conditions in which learning takes place.” In this era, active learning has been highly being applied in different parts of the world, but it is not enough to have well-skilled learners in all language skills and areas and to improve the quality of the education. So, we need to do a lot to make the active learning with in the world.

There are many strategies of active learning which can be used in ELT classroom. According to (Anderson J. M., 2000, p. 280)cited from (Bonwell & Eison, 1991; Sutherland & Bonwell, 1996): “Active learning strategies refer to a variety of collaborative classroom activities, ranging from long-term simulations to five-minute cooperative problem solving exercises.” The strategies have great role in engaging the students in the instruction, so, teachers should practice it effectively in a given time. So, teacher uses different strategies in ELT classroom; for instance: debating, problem solving, storytelling, simulation, story review, etc.

Active learning implementation was started in Ethiopian education system since the proclamation of the Transitional Government about education in 1994 in Education Training Policy of the country in all subjects. This policy is concerned with new creative pedagogy so it includes problem-solving pedagogy, student-centered, new methods of instruction and so on

(MoE, 1994). Based on this policy of education, students can be well-skilled in all language skills and have enough knowledge in language areas. According to MoE (1994), language learning should be active learning, so, we need to give focus to it to make effective by using different strategies of active learning in ELT classroom; for instance: problem solving tasks, debating, etc. To apply the active learning in the ELT classroom, both teachers and students should play their roles attentively in their positions. So, the researcher was motivated to do the study in the teacher's perceptions, practices and challenges in implementation of active learning in EFL classroom in junior secondary school grade 7: Dilla Zuria Woreda, Wonago Town Administration and Wonago Woreda Selected Primary Schools.

2. Statement of Problem

The language learning method is getting deep attention in this time than before in the world. From different languages learning, English language learning is one of the languages learning which has got focus in the world, because it is international language. So, English language is used as one subject from KG – grade 6, and medium of instruction all subjects except mother tongue from grade 7 up to higher education. To make effective the language learning, active learning is suitable method of learning than other method because it initiates the learners to take part in the language learning. But there are problems in the active learning implementation in ELT classroom as researchers discussed in their studies. As (Paola Cabrera-Solano, 2020, p. 259) discussed in their finding the main challenges that hinder to involve students in active learning were motivation, engagement, participation, dynamic work and reduction in students' anxiety, as (Melak, 2009, p. 78) discussed in the finding of his study; ELT classroom teacher had no adequate knowledge and practical skills on active learning implementation, and (Munie, 2017, p. 68) discussed that method of teaching and other challenges affected the implementation of active learning in ELT classroom. In addition, many researchers have done the research in this area in our countries and in the world because it is very essential issue for all countries in the world.

There are different studies which were done in active learning; three studies have been discussed in active learning which were done in other country. (Robin L. Bachelor, 2012) Exploring the Effects of Active Learning on Retaining Essential Concepts in Secondary and

Junior High Classrooms; they discussed that students had issues with retaining essential concepts and some students could not recall information and remember essential concepts after the initial teaching phase, in addition, review of curriculum revealed a need for interventions to improve cognitive retention. Yusuk (2020) did study in investigation of EFL school teacher's perceptions and practices on the implementation of active learning in schools in Nakhon Pathom Province, and he found that teachers had positive feeling and knowledge in active learning, but classroom facilities are not suitable to apply active learning in ELT classroom. (Hasanah, 2007) did study on description about the processes of teaching speaking skills using active learning method, and he found that the instruction using active learning is tried to put forward the existence of thinking skill, the existence of creative and the existence of students' involvement. According to this researcher's finding using active learning to teach speaking skills is very effective method of teaching because learners can get important things which have been listed in the finding of researcher.

In addition, studies have been done in our country in active learning area. Begna (2017) Classroom Participation and Development of Student Attitudes: A Study of Active Learning Practices in Ethiopian Primary Education, he found that classroom instruction is dominated by watching and listening to the teacher. Teka (2011) did the study in an exploration how teacher's perception influence implementation of active learning in English language classes, and he found that EFL teachers had no enough knowledge and skills to apply active learning in the ELT classroom, students weren't independent and the class size affected the active learning implementation. Munie (2017) studied in an investigation of the perceptions and practices of teachers and students towards active learning methods in their EFL classroom, and he found that both teachers and students had positive perception, but teachers were using lecture method, and factors were the size of classroom and the interest of teachers and students to implement active learning. Anagaw (2020) did the study in an assessment of the practices, perceptions and challenges of active learning in primary schools, and he discussed practice and perception; teachers and students understood active learning pedagogy, but they defected during practice, students weren't participated actively, in addition, he identified that method and other things challenged the implementation in ELT.

The findings of different researchers in above section are evidence for us to understand how the practices of active learning are being challenged in this time to be effective in EFL classroom; how much active learning pedagogy suitable to use in EFL classroom. From above listed studies; six researchers (two researchers of other countries and all Ethiopian researchers) found that method of teaching and classroom facilities and other challenges affected the implementation of active learning in EFL classroom. As the researcher observed; many students are passive learners, they wait only from their teachers, because they were affected by different difficulties in the base.

The above information which has been taken from different studies tells how much active learning implementation is affected, and this study researcher got information in his work experience in primary and secondary school that many students are passive learners in the classroom. It needs great focus from teachers, students, school administrators and other bodies and additional studies. So, the researcher has been interested to do study in this area to evaluate the implementation of active learning in EFL classroom in junior secondary school. This study is different from above researchers' focus because; From other countries: the first study focused on students, the second focused on teachers and classroom situation and third focused on description, In Ethiopia: the first study focused on teachers and students but second, third and fourth focused on teachers, students and classroom situations. But this study different from above studies because the focus of this study was students, teachers, classroom situation and student's textbook. This study specifically concerned with an evaluation of the perceptions, practices and challenges in implementation active learning in EFL classroom in junior secondary school grade 7: Dilla Zuria Woreda, Wonago Town Administration and Wonago Woreda Selected Primary Schools.

3. Research Questions

This study was done to answer the following questions:-

1. How do English teachers perceive active learning in junior secondary schools?
2. How do teacher and students practice active learning to develop students' skills in EFL classroom?

3. What are challenges that affect the implementation of active learning in EFL classroom in junior secondary school?

4. Objectives of the Study

4.1 General Objective of the Study

The general objective of this study was the evaluation of the teacher's perceptions, practices and challenges in implementation active learning in EFL classroom in junior secondary school grade 7: Dilla Zuria Woreda, Wonago Town Administration and Wonago Woreda Selected Primary Schools.

4.2 Specific Objectives of the Study

The specific objectives of this study were designed in the following points.

- To find out the teachers' perception in active learning in junior secondary schools,
- To find out the practice of active learning in EFL classroom by teachers and students to develop students skills,
- To find out challenges that affect the implementation of active learning in EFL classroom in junior secondary school,

4. Delimitation of the Study

Language learning is broad term to study, so, the researcher selected active learning in language learning and specified the study to the teachers' perceptions, practice and challenge in implementation of active learning in EFL classroom. Junior secondary school was selected as the place where the study was done, and grade 7 was the grade level which was selected for study. This study was delimited in two woredas and one town such as Dilla Zuria Woreda, Wonago Woreda and Wonago Town Administration 30 selected primary schools because it won't suitable for management of the study if all primary schools were included in the study.

5. Significance of the Study

This study may have importance for different bodies. It may help EFL teachers to identify the problem or the strong and weak sides in their method of teaching, and it may initiate them to design the effective system of learning or to use active learning in EFL classroom. It may be important for students to make themselves active learner, and it may help them to identify

their strengths and weaknesses in active learning in EFL classroom and in the other subjects. This study's researcher got enough skills in doing research in active learning in relation to ELT classroom. It may be significant for the schools and education sector to identify the difficulties which are related with active learning in the classroom and schools and to evaluate teachers based on active learning implementation. This study may be useful for future researchers who will do in active learning, they can use as a reference research because they may get directions and information in this field of study.

6. Key Terms of the Study

A. Active: it means giving the attention for a given thing to take part in the activities. As Encarta®(2009); A word "active" means expressing involvement or energy in a given activity: this means participating by being an actor of something.

B. Teaching: It is activities of facilitating and guiding the students to have enough knowledge and skills in a given thing. For instance: guiding students to be problem solvers, to be creative person, to be critical thinkers and influential persons. In addition, teaching is not only focus on copying the knowledge or theory from the books; it is related with different activities

C. Learning: It is the processes of developing the beginning and getting new knowledge in a given thing and improving skills. It includes different things such as taking part in the classroom in all activities which are related with students, playing roles effectively, giving attention, and so on. In learning processes, students are not only getting knowledge from their teachers and textbook; they show their different skills in the classroom, for example: problem solving skills, creative skills, critical thinking skills, etc.

D. Active learning: It is a learning which needs attentiveness from the students, both teacher and students play their own roles in the classroom, so, students take part actively in the teaching and learning processes. Students are made to improve their different skills in addition to getting knowledge from their teachers and textbooks.

E. Implementation: It is the activities of applying a given system of pedagogy in the classroom. If it is defined based on study, implementation is the processes of practicing active learning in the EFL classroom.

F. Challenge: it is a difficult which can affect the practice of something. According this study, it is obstacle which hinders effectiveness of the implementation of active learning in the EFL classroom.

UNIT TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Language learning is not recent phenomenon in this world it has been got focus since past time. So, many researchers and scholars have written about language learning in their studies and books since past time to make it better in the world. So, this study's researcher has reviewed different researchers' and scholars' works which are related with language learning and specifically active learning. The review has been discussed in the following sub-sections of this unit.

2.2 Language learning

2.2.1 What is Language Learning?

Many scholars have debated about language learning and acquisition how they are distinguished one another. As Hutchinson and Alan Waters (1987; 49 & 50) observed the idea of Krashen (1981) about learning and acquisition: Language learning is different from acquisition because it needs conscious processes of the learners, but acquisition doesn't need conscious activities of the students for a given language, so, learning is the process of continuous progress in increasing with competence. It is not only copying or getting knowledge or skills of language from someone or something it is related with creating new things based on what they are learned in a given time. So, learners should get or create new things after they have been learned or get knowledge or skills language in a given topic. In generally, teachers and students shouldn't see language learning and acquisition in the same way because they are two different things.

Language learning has its own structure of learning to make it achievable in one session because it helps teacher to teach effectively by using it. As (Mercer, 2001, p. 11) observed(Spolky, 1989; 28) about language learning; second language learning is effective through these processes; in language learning; firstly, social contexts should be identified to understand the attitudes of learner to motivate them to take part with other personal

characteristics such as age, personality, capabilities and background knowledge of the students, these activities will create better learning opportunities or environment, and they create good connection between student and learning situation determining linguistic and non-linguistic effects of the students. Teacher should have deep knowledge about society and their context where he/she is going to teach because this beginning activity helps him/her to identify learners' attitude language and other things which are concerned with his/her instruction. If he/she identifies the attitude of learners, he/she will not be challenged to motivate them to be participated in the teaching and learning processes. In generally, instruction will be achieved if teacher follow these processes of language learning.

2.1.2 Theories of Language Learning

Many scholars have written about language learning to make effective and suitable for learners and facilitators of the classroom. So, they argued about learning in different time, their ideas were different one another. The description of learning in behaviorist view wasn't same with cognitivism and constructivism. Each scholar raised their ideas in the learning, the second view had been modified from first view, and the third view modified from second view.

2.1.2.1 Behaviorism

The beginning theory in language learning is behaviorists' view; this view highly focuses on habit formation. According to this view, learners focus on designing good habits and error free structure of the language by giving their focus to the pattern of stimulus, response and reinforcement; to achieve the objectives of learning, language teacher should use drilling; specifically this view concerns with on three activities such as presentation, practice and production (PPP) (Hall, 2011,p. 64-65). The students must talk and write correct sentences to get reward from teacher; they would be punished if they talk or write faulty sentences which have errors in the pattern. In this theory of language learning, learners fear to make an error, so, they afraid to attempt do something in the classroom because students must produce accurate error-free patterns of language.

2.1.2.2. Cognitivism

Cognitive perspectives argue the behavioral ideas because they believe that language learning is related with internal processes of the individuals. Cognitive theory of language learning is

concerned with the mind of a learner; he/she saves the information, process and prepare relation with the information which he/she stores in his/her mind, and finally he/she get back it at right time and save it his/her mind, teacher should brought the focus of the students to teaching and learning processes to achieve the objectives (Hall, 2011, p. 66). Indeed, language learning is highly based on learner's mind; students design sentences and paragraphs based on what they stored in their minds.

2.1.2.3. Constructivism

This theory of language learning is better to make the students active in the classroom and environment. Socio-cultural and social constructivist approaches are concerned with social practice, and they empower the students to work with environment, so, learners are active and interactive, and they participate in collaborative activities in speaking and reading session to develop knowledge and skills of language; language learning activities is prepared based on the social practice of the environment, this means, learning classroom, context and other things are related with the society (Hall, 2011, p. 68). This theory of language learning invites learners to take part in learning: for instance: speaking skills; problem solving tasks which related with their society, debating in different issues which are found in the society, etc. In this theory of language learning, students observe their environment because teaching and learning processes are not only focus on internal processes. When students observe the society to get and develop knowledge, they can listen, talk, read and write about their society.

2.3 Language Learning Factors

Language teachers need to understand key factors of language learning to teach language effectively in a given grade level. They must have enough knowledge about the nature of language which they are going to teach the students, nature of language learning processes and characteristics of language learners.

2.3.1. Nature of Language Learning

Language teacher should have enough background knowledge about level of language; in addition, he/she needs to have the competence and performance of the language because they help him/her to teach language easily and effectively.

A. Level of language

Before entering to language teaching and learning processes, teachers need to be well-trained and skilled in a given language because they can't facilitate learners if they have no deep knowledge about language level. As (Mercer, 2001, p. 14) discussed about language level from ancient view about language, language has its own complex system of communication, this system of communication are evaluated through different levels of language such as phonology, morphology, syntax, semantics, lexis, pragmatics and discourse. If teacher has enough awareness about level of language, he/she can guide students how they pronounce different sounds, use words in different contexts to talk and write a text. In generally, having knowledge about level of language for teacher is very necessary thing to create language users.

B. competence and performance

If one teacher is selected to teach language in a given grade level, he/she should have knowledge about language because it helps him/her to use language accurately in the classroom, in addition, it helps teacher to explain one in different direction if something is unclear for students. Language competence is the language knowledge which helps somebody to talk or write and understand the idea (Encarta, 2006). Teacher should identify the usage of language in different social context; for instance: formal and informal usage of language.

When a teacher facilitates students in the classroom, he/she needs to use language fluently because they follow him/her that means; if he/she pronounces a given sound fluently, they pronounce it clearly. The language performance of teacher is very important thing to guide learners to use language effectively. Performance is an individual's actual use of language in a given context and time, in other word, it means a way of using language to develop and understand sentences or message of other speakers (Schmidt, 2002, p. 392). Language performance is concerned with two main issues such as producing ideas fluently with in sentence or text in oral or written forms and understanding ideas which are written or spoken in different contexts.

Both language competence and performance are essential things for language teachers to teach language effectively in all grade level. If they produce sentences which have an error, their students will produce faulty sentence or texts, so, they need to take care when they develop sentence or paragraph or pronounce different sounds and words in the classroom. In contrast, teachers shouldn't only focus on the competence they need to improve their performance; they need to use language effectively and fluently when they talk and listen with their students in a given time.

2.3.2. The language learning process

A. Nature and nurture

Teacher should identify the nature of language and the background of learners to facilitate them effectively in the classroom. Because language learning needs deep integration with teacher and students, and learning needs time and motivations from teachers and learners for a given session. "If humans are endowed with an innate predisposition for language, then perhaps they should be able to learn as many languages as they need or want to provide (important provisos!) time, circumstances, and motivation are available. (Mercer, 2001, p. 16)" So, teacher should guide learners to be motivated for language learning, in addition, when he/she talks with learners he/she considers them because understanding and thinking levels of children in different age level is different. Teaching language in primary education level is more difficult than secondary education level because there age level and their environment affect them to communicate with other, so, teacher should identify and be intimate with them like their family partner.

B. Modularity and second language learning

Modularity is concerned with language learners who having different language module. "A further issue of controversy for students of the human brain has been the extent to which the brain should be viewed as modular or unitary (Mercer, 2001, p. 18). The learner's thinking in second language learning is modular means their minds are designed by different language module, in other words, the brain of students ready to be rearranged and to be skilled in second language because their thinking are not restricted. When we connect modularity with

second language learning, it is concerned with making the brain of students to accept different knowledge and skills of language in the classroom

C. Systematicity and variability in Second Language learning

The production of language by second language learner is parallel with the beginning stages of first language in many language learners; because the manner of production is regular in both first and second language learning. When learners use systematicity in language learning, they produce sounds, words, sentences or texts in second language learning they use the similar manner of language production with first language, in addition, language teacher can see variability in the learners in their language development (Mercer, 2001, p. 18). So, EFL teacher should guide students to apply various ways to develop their language skills and to rise their effectively.

D. Creativity and routines in Second Language learning

Creativity is very essential thing in language learning because it invites students to be critical persons. In language learning, learners can use creative skills to develop their understanding and knowledge in beginning phase of language learning because it is important for their language performance (Mercer, 2001, p. 19). EFL teacher should facilitate learners to follow, to do each and every activity from beginning phase up to last phase of language and to develop their creative skills in language learning. If language learning is connected with creativity, it will be attractive and origin of critical persons, so, EFL teachers should apply creativity in the language classroom.

E. Cross-linguistic influences in Second Language learning

Second language learning can be affected by first language of learners or other language pronunciation, dialect, accent. In addition, the dialects and accents of a given language are varied in different geographical setting; for instance: American English Vs British English. Second language learners' performance are challenged by foreign accent of language, and they are affected by their first language pronunciation (Mercer, 2001; 20). So, teacher should help learners how they can use second language and develop their skills and knowledge by varying from first language or other language.

F. Differences between individual learners

The difference of learners are identified in two major factors such cognitive and affective (emotional). These two factors have been explained in their different inputs; cognitive factors: intelligence, language aptitude and language learning strategies, affective factor: language attitude, motivation and language anxiety. So, they are discussed in the following sections.

1. Cognitive factors

Intelligence: it is very essential thing for instruction because it helps learners to do better. In second language learning, intelligence helps learners for their academic attainment and to achieve their plan in language classroom (Mercer, 2001, p. 24). So, language teacher should identify an intelligence of students to give support based on their level of intelligence.

Language aptitude: According to modern language aptitude test, language aptitude is concerned with a number of sub-skills in second language learning such as phonetic coding ability, grammatical sensitivity and memory abilities and inductive language learning (Mercer, 2001, p. 24). Language aptitude using and understanding abilities have its own roles in language learning effectiveness, so, language teacher should identify his/her learners to give support to them based on their language aptitude abilities in the classroom and in separated way by giving tutorial class to them.

Language learning strategies: As (Mercer, 2001, p. 24) shared an idea from (Gardner and MacIntyre 1992, p. 2 17) more proficient students use different language learning strategies from less proficient students. So, language teacher should guide students to use different learning strategies based on their experience and performance because the usage of language learning strategies are varied from learner to learner.

2. Affective Factor

Language attitudes: It is the beginning thing for motivation from students because it is highly applied within the frame of wide investigation on motivation (Mercer, 2001, p. 24)). If learners have positive attitude for target language, they are motivated to take part in teaching

and learning processes. So, teachers should guide learners to have positive thinking or attitude for second language learning. In addition, they need to design different issues which invite learners to be open-minded in second language learning.

Motivation: An individual is motivated when he/she wants to achieve a given goal in a given time by investing all things which are related with activities to achieve goal (Gardner and MacIntyre, 19993, p2; paraphrased in (Mercer, 2001, p. 24). An motivation of learners has great roles in a success of language learning in a given grade level; if someone is motivated to do something, he/she will not wait any guidance from other bodies so he/she does everything with his/her interest. So, language teacher should facilitate learners to be motivated in language learning to apply effectively.

Language anxiety: It is related with nervousness or agitation to use language effectively (Gardner and MacIntyre, 19993, p2; paraphrased in (Mercer, 2001, p. 24). Worry to use language is unnecessary thing for learners because it affects self-confidence to talk or write correct sentence, so, teachers should support learners to minimize nervousness. Learners need to have stable personality to learn and to use language in the classroom and after session in different contexts so teachers have great responsibility to guide learners to be self-confident person in every occasion.

2.2.2 Educational Value systems in Language Learning

Different scholars argued about language learning in different time, their ideas were different one another. The description of language learning classical humanism wasn't same with reconstructionism and progressivism. Classical humanism focuses on knowledge and it stands for promoting the value of culture and intellectual; but the second one is focused on environment and stands for improving agreed environmental goals; the idea of the third view focuses on developing the students with the value of diversity (Clark, 1987; 1) Each scholar raised their ideas in the language learning, the second view had been modified from first view, and the third view modified from second view. The classical humanism focused on knowledge and teacher, the reconstructionism was concerned with environment of the

learners, and progressivism deals with student-centered approach of language learning. Each view has been discussed in the following sections.

2.1.2.1 Classical humanism

The beginning view in language learning is humanists' view; this view highly focuses on knowledge which teaching and learning processes are focused commonly in one-way (teacher). As Clark (1987; 5) described the humanists' idea about language learning; language teaching and learning processes is highly controlled by the classroom teacher, so, teachers were taken as only source of the knowledge in a given course, and they pass knowledge to students what they know about the topic, and students receive what come from their teacher they couldn't argue their teacher in a given issue and add additional ideas. The students are passive learners because they have no responsibility in teaching and learning processes, rather than they listen and write what their teacher has said. Teacher is dominant person and the major one in the classroom. So, the students were not motivated to create new things and couldn't improve problem solving skills.

2.1.2.2 Reconstructionism

The second theory in language learning is reconstructionists' view; it was found from humanists' view, this view argue the behaviorists' view because the classical humanism highly focused on content the session. The language learning is related with social, political, economic, cultural issues of the society, and it is objective-driven; due to this, it focuses in the practical aspects of teaching and learning processes, so, language learning concerned with improvement of communication skills of the students, understanding of the students and union of the learners with their society and country (Clark, 1987; 15). In this view, the language learning are based on the environment of the learners; the teaching and learning activities are based on real world, and the students can have enough information about their society because the communication in the classroom are concerned with society. As reconstructionists view, learners participate in different activities, so, they communicate in the classroom and environment, and they broaden their mind and make relation with the society. It is effective to succeed a given objective which is designed for a session, but the objective is associated with social, political, economic and cultural issues of the community it isn't opened to share

important things with other neighboring society. Indeed, this view is important to achieve the objectives of the sessions and to be familiar with the community in language learning.

2.1.2.3 Progressivism

The third view is progressivism; this view is different from above views because it is very suitable than other views in language learning. As Clark (1987; 51) shared the idea of Rousseau and Piaget; it makes language learning effective in the session, so, he explained progressivism as follow: “It makes for a learner-centered approach to education, which attempts to promote the pupil’s development, as an individual with intellectual and emotional needs, and as a social being. The learner is seen as a whole person and not just as a disembodied intellect or a skilled performer.” This view is very essential to motivate students to participate in the instruction because they have great responsibilities, so, they play their roles achieve the goal of education. Based on this view, students will be matured in all direction because an education is not only focused on knowledge of the specific topic; learners can develop problem-solving skills, creativity, logical thinking, communication skills, risk-taking and so on. When learners have responsibility in education they are not only learned language, they can have another essential things for their life. In generally, this view is suitable to create communicative and influential students in language learning.

2.1.2.4 Implication of Educational Value systems in Language Learning

Each view has its own importance, but humanists’ view is not suitable for language learning because it makes the students passive learners in the classroom, and they can’t be communicative and influential person in the society and country. Because they take themselves as empty container, and the teacher is considered as the only source of knowledge and critical thinker in the classroom and community. The second view of language learning is good to have relation with the environment, to have enough information about the community and to apply practical activities in the classroom but it doesn’t invite new things from other parts because it is only restricted in the community. Progressivists’ view is the most essential view for language learning than other views because it empowers the students in different responsibilities, in addition, it makes the students active participant in the teaching and learning processes. Indeed, for better language teaching and learning process is most effective system than other systems in the classroom.

2.1.3 Methods of Instruction

Instructional method is the way or direction of instructing a given topic in the classroom to achieve the objective of a session. For the effectiveness of learning, method of instruction has great roles because it has positive and negative contribution on the teaching and learning processes. So, teachers need to have enough knowledge about method which they are going to use to teach a given and select it which is related with a topic and suitable for instruction. There are two basic methods of instruction which were used in the ancient time and nowadays in the world and in our country. These are teacher-centered and students-centered instruction. In addition, (Kumaravadivelu, 2003, p. 25) classified method of language instruction in three such as: language-centered methods, learner-centered methods and learning-centered methods by citing (Kumaravadivelu, 1993a), so, his idea has been discussed in the following points.

A. Teacher – centered instruction:

It is traditional method of instruction because it was being applied in ancient time from lower level education (primary education) up to higher education levels. During that time, teacher was taken as exact and only source of knowledge and skills. Molla (2017, p. 12) summarized about the characteristics teacher-centered instruction in his study by observing other scholars' (Macharia and Waria, 1994: 39 cited in Arikiew (2015)) idea; students are passive, but teacher is active in the classroom so he/she controls all things by explaining, monitoring and describing, learners follow their teacher and receive all things which comes like an empty container, the role of students in the classroom is listening their teacher and writing notes from chalkboard. In this method of instruction, learners couldn't create new things in their own but they depend on only past theories scholars idea, in addition, they couldn't search and get solution for different problem which are found in their environment because their teacher don't motivate them to create new finding and get solution. In generally, this method is not effective to create critical person in the world because it makes learners to be passive learners.

B. Student – centered instruction

It is famous and effective method of instruction in the world because it is used in different grade level. It is opposite to above method of instruction; teacher is facilitator of teaching and learning processes in the classroom so he/she guide learners to be active participant he/she is a member from concerned bodies but not only source of knowledge and skills in the classroom.

Students have their own roles in teaching and learning processes so they take part actively. Teacher use different strategies of learning which can motivate students to be active and interested in teaching and learning activities; he/she don't use same strategy frequently but he/she use different strategies based on topic of session because he/she shouldn't restricted in one strategy of learning. As (Cremin, 2010, p. 362) cited from (Craft, 2000) about this method of instruction, teacher is creative person in this method of instruction because he/she designs new strategies for each new sessions, learner-centered instruction promotes students to participate in all activities which are concerned with them, and they learn and think deeply what they have understood. In this method of instruction, students is one of concerned body for classroom activities so they take part actively by discussing their idea which are related with session, and they are motivated to give their ideas, to create new things and to search solution for problems based on the guidance of their teacher because he/she is creative individual in the classroom by designing different strategies which are suitable for students to take part in the teaching and learning processes in the classroom. Finally, learner-centered instruction is effective to create influential person for our world so teachers need to use it all grade level.

C. Language-centered methods

This method of instruction is highly related with language structure and usage. So, classroom teacher and learners focus on the sentence, paragraph structure in target language. Instruction are principally concerned with linguistic forms, also called grammatical rules, he discussed an example of this method: audio-lingual method (Kumaravadivelu, 2003, p. 25). It is not effective to use in active learning EFL classroom because the attention of this method is related with language usage rather than language use.

D. Learning - centered methods

Learning-centered instruction is concerned with empowering learners to take part in learning processes in EFL classroom. As (Kumaravadivelu, 2003, p. 26) explained about this method, it is highly concerned with learning processes so it invites learners to participate in teaching and learning processes by doing different communicative activities and problem-solving tasks in class, in addition, he added information about it by giving illustration: e.g., the Natural

Approach. This method of instruction is suitable to use it in EFL classroom because it gives chance for learners to take their responsibilities and to do them in the classroom.

2.4 Active Learning

2.4.1 What is Active Learning?

Many methods of learning have been passed before active learning pedagogy in this world; they were being used in different theories of teaching in language and other subject teaching and learning processes. Active learning pedagogy is effective and simple to apply in all subjects teaching and learning processes. To engage learners in teaching and learning processes, active learning is effective method of learning because it creates better learners' attitude, motivations, develop critical thinking skills in teaching and learning processes, in addition it is more suitable retention of material guiding students for other useful activities or investigation and improving critical thinking skills of learners (Mathias, 2014, p. 5). Active learning pedagogy creates opportunities to participate in teaching and learning processes because it invites learners to do different tasks actively and to take responsibilities in the session and after session. It removes monopoly of teachers in teaching and learning processes and makes students an active participant in the classroom.

Active learning is unique and effective pedagogy to implement than other pedagogy, because it engages students to take responsibilities and participate and follow attentively in the teaching and learning processes. Active learning motivates learners to do more than to listen a lecture what their teacher is saying in a given session, in addition, they must take their responsibilities and do tasks actively (Nadu, 2008, p. 11). This method of pedagogy gives more opportunities for learners than teacher, but teacher is taken as facilitator of teaching and learning processes. In generally, it is better method of learning to create all rounded learners in all subjects.

Language learning needs active participation or attentiveness from learners because almost all tasks in language learning are practical. So, teachers should use active learning pedagogy to

achieve objectives of each session. If language teacher uses it in language learning classroom, students will be influential, critical thinker, full of experience and performance of language; in addition, learning environment will be attractive and new every session because teacher uses separated strategies of teaching based on the topic of the session, even language teacher will be well-experienced professional in language teaching in effective pedagogy.

2.4.3 Strategies of Active Learning

There are several strategies of active learning which are used in this pedagogy, each strategy is designed based on a topic of session, for instance: speaking skills' and reading skills' strategy is not same because their tasks are not similar or related. All language teachers need to identify these strategies of active learning to use them effectively in the classroom by considering a topic of session.

1. Authentic learning

It is very important strategy to connect a topic or issue with real-life of a learner. Active learning is effective pedagogy to make learning an authentic or to guide learners to apply their knowledge or skills in real-life contexts and occasion by using problem solving activities (Ronnie H. Shroff, 2021, p. 204). This strategy of active learning invites learners to use their knowledge and skills by connecting real-world and designing solution for different problem in their environment.

2. Case-based learning

Teacher designs different case study which are related with topic of session and environment of learners. In active learning, students use case studies within the contexts of real-world situations to create a new things or getting solution based on case study ((Ronnie H. Shroff, 2021, p. 205). Teacher designs different statements and select problems which are found in the environment which need solution from concerned bodies, then he/she directs how they examine the problem and analyze a statement to discuss in orally or written and develop solutions for each problems.

3. Collaborative learning

There are separated learners in the classroom if they are identified based on various issues, for instance: if they are identified in their achievement, there are three kinds of learners in the

classroom such as higher, medium and lower achiever, so, to cover this kinds of gap, active learning is better pedagogy to use collaborative learning. Collaborative learning is a strategy which invites learners to participate in group discussion, in this strategy, learners share their ideas and work together a task for the same learning goal; it includes active participation, learner-learner interaction, engagement of learners, designing solution for problem, etc (Ronnie H. Shroff, 2021, p. 205). Collaborative learning strategy is very effective to engage all learners in teaching and learning processes by dividing responsibilities.

4. Experiential learning

It is a strategy which gives an opportunities to learners to apply their knowledge and understanding by considering their environment in real world complexities and factors when they apply their experience they take part actively and reflect their ideas, and they connect the course of materials and their environment to get solution for problem (Ronnie H. Shroff, 2021, p. 206). This strategy of learning invites learners to practice their experience in the classroom and societies because it is concerned with an environment of students so they participate attentively in the classroom to perform skills in different occasions. So, language teacher uses this strategy to create well-skilled students in language classroom because it motivates them to take part actively in the teaching and learning processes.

5. Cooperative learning

This strategy is effective to use small group learning or to guide learners to interact together; for instance: discuss in pair or in group, when students participate in discussion develop different skills such as group accountability, selecting correct ideas, solving a problem and designing solutions (Ronnie H. Shroff, 2021, p. 205). There are different learners in a given classroom in their knowledge, skills, academic achievement, family background and so on, so, to include all learners in teaching and learning activities cooperative learning strategy suitable because it creates opportunities to engages all learners, to give responsibilities, to guide learners to select best ideas from different responses of their partners and to get solution for problems. Language teacher should be motivated to cooperative learning in the classroom to interactive and attractive learning environment.

6. Group Work

Including small group learning in active learning has many benefits. For example, if students do not understand a question, problem, or concept they can help each other. Peers are able to break down difficult concepts into easier terms that their classmates may be able to better understand. The students showed positive feelings for such interactions with their peers, high quality and peer-relationships are a critical element in the development and socialization of adolescents (Mathias, 2014, P. 10) cited (Bartley & Milner, 2011). Group work invites learners to participate actively and raise their ideas freely. So, language teacher should use this strategy to teach language skills and areas.

7. Problem solving:

In this strategy of learning, learners work together to apply their knowledge or skills to get solutions for a given problem (Ronnie H. Shroff, 2021, p. 206). Language teacher selects different problems from environment learners by relating with topic of a session, then he/she explains problems to learners about a problem and how they get solutions, they work together get solutions for identified problems.

8. Discussion:

This strategy is familiar with almost all teachers because many teachers have been using it in instruction. In this strategy of learning, learners take part attentively by interacting each other in a given issue to rise their ideas, to design solution for problems, to make decisions, etc(Reece & Stephen Walker, 1994,p. 122). Each student needs to participate in the discussion because there is no one silent listener in the classroom; all students have their responsibilities in the instruction.

9. Role-play

This strategy is different from other strategy because learners play their roles in the classroom; in addition, it is artistic strategy of learning. Teacher designs tasks in dramatic way, then he/she forms a group to give a role for each group members, and they play their roles effectively. As (Reece & Stephen Walker, 1994, p. 136) discussed about role-play, learners perform a part or roles in a given situation. Students are very interested to play their roles in the classroom because the strategy invites them to participate actively.

10. Debating

This strategy is identical with above strategy (discussion) because learners discuss each other but it is used based on a procedure and rule (Reece & Stephen Walker, 1994, p.124). Students are identified in into two different groups to argue each other in a given issue when they debate one another they raise their idea based on a rule and procedure of debating; debating is guided by chairman.

11. Jigsaw

In this strategy of learning, teacher divides activities in fair among team and learners take responsibilities to discuss in the team and design content to present for their team mate in a given time (Molla (2017, p. 19). Students don't complete their discussion only in rising ideas in group they need to master a content to present it. This strategy is essential to develop experience and performance of students, so, language should use it in classroom.

12. Question and Answer Method

Teacher designs different questions which are related with a top of a session, then he/she forms groups based on performance of students fairly, and they ask questions each other. When students discuss answers of questions they promote their thinking and understanding skills, in addition, it is suitable for informal assessment (Reece & Stephen Walker, 1994, p.125). This strategy can broaden mind of students because they think and analyze different things to give response for one question; finally, they will be critical thinker.

13. Brainstorming

Commonly, teachers use it at the beginning of a session to prepare the mind of students for teaching and learning processes. But this strategy isn't designed only to apply at the beginning of session; teachers can use it at the middle and ending of session because it is concerned with problem solving to get solution in short time (5-10 minutes) (Reece & Stephen Walker, 1994, p.135). It is concerned with training a mind of students to be solution-focused person in the classroom and environment.

14. Peer learning

Learners prepare themselves to learn each other and to learn one another they aren't only waiting from their teacher they share their ideas in both formal and informal way in the

classroom (Afzal Sayed Munna &, 2021, p. 100). Students discuss each other to share their experience with their classmates. When students learn each other teacher facilitates them to take part all students in discussion and in doing activities. This strategy has many benefits; students develop their performance, and different ideas are raised in the teaching and learning activities.

15. Story Telling

In this strategy, teacher designs different stories which help learners to learn by enjoying. In addition, he/she searches attractive and enjoyable stories from different reference books and internet which are related with the life or background of learners and contexts. “Telling a story is a communication tradition used since early ages to transmit, preserve and shape societies.” (Valencia, np, p. 6) . This method of teaching is enjoyable because it helps learners to understand the content of the session because they can learn through entertainment, so the session can be attractive.

2.4.4 Pedagogical Practices to Motivate students in Active Learning

Language teacher should understand each practice and do the following things to make an instruction an active learning pedagogy. So, the following points are very important for language teacher to have an attractive classroom environment.

A. Motivating students into the lesson: teacher should facilitate learners to be motivated for a lesson from the beginning up to ending of lesson (Mercer, 2001, p. 34). If students are well interested at the opening of session, they participate actively in the teaching and learning processes. Teacher’s roles are great to make students to be motivated in a given lesson so he/she needs to use suitable and attractive facial expressions and speech which can motivate students for lesson.

B. Varying the activities, tasks, and materials: When teacher designs class works or home works, tasks and references he/she needs to use separated in different session. To increase the interest of the students varying activities, tasks and materials are beginning responsibilities of

classroom teacher (Mercer, 2001, p. 34). These kinds of practice create opportunities to see new things in the classroom everyday so students will be very interested to attend the class and participate in the teaching and learning processes. So, teacher should use different activities in the classroom.

C. Using co-operative rather than competitive goals: teacher should co-operative goal in the classroom because students will not interested to work together if they focus on scoring greater result in their performance than their classmate. “Co-operative learning activities are those in which students must work together in order to complete a task or solve a problem. (Mercer, 2001, p. 34).” Co-operative learning invite students to help and to each other, in addition, it gives opportunities for all learners to participate actively in teaching and learning activities..

2.4.5 Active Learning in EFL Classroom

Language teacher should be motivated to apply active learning in EFL classroom because it is very effective method of pedagogy to achieve objectives of language teaching. The implementation of active learning in EFL classroom is not same with in other subjects because language classroom is related with practical activities rather than copying theories and history. So, language classroom teacher should have deep awareness about active learning implementation in ELT classroom.

EFL classroom includes different important things in active learning implementation such as integrating reading with writing, differentiated instruction, excellent classroom management skills, considering needs of individuals (learners), balanced direct skills teaching with more authentic, context-based literacy activities (Mclachlan, 2009, p. 61). EFL teacher should integrate reading with writing, listening with speaking and with language areas to make students well-skilled in all language skills and areas; he/she needs to use different strategies of instruction in the classroom to teach different topics. Active learning classroom needs effective and flexible classroom management by teacher to create attractive learning environment. When language teacher design a contents, tasks and activities he/she needs to

consider learners need and environmental contexts of learners and includes all language skills and areas to create balanced ELT.

In EFL classroom, language teacher design different strategies to motivate learners to participate actively in teaching and learning processes. A tasks and activities are attractive and enjoyable, and they are well-designed and suitable to invite learners to take part in instruction which are used in EFL active learning. Teacher needs to observe an environment of learners and context before he/she designs tasks and activities. If societies of students and environmental contexts are considered in language learning, learners will be interested to participated actively in instruction and they will play their role attentively and take their responsibilities. So, using active learning pedagogy in ELT classroom is essential thing for effective language teaching and learning in a given grade level.

Active learning classroom is different from traditional classroom because it includes many things which are concerned with teaching and learning processes. So, (Nadu, 2008, p. 53-54) discussed important things for active learning so they are listed in the following points.

- ➔ students start their learning by reading,
- ➔ motivating learners to develop their reading interest and capacity,
- ➔ guiding all learners to read a text,
- ➔ teacher introduces topic in opening, but mostly students understand an idea through reading a text,
- ➔ students ask questions and their view about issues freely,
- ➔ students write their own questions
- ➔ there are enough opportunities for learners to think a lot and act a given thing to do seriously,
- ➔ teacher needs to talks smaller minutes than learners, (maximum of 12 to 15 minutes)
- ➔ teacher facilitates instructions,

- ➔ students read, write, question, discuss with their peers or group members and listen their teacher attentively,
- ➔ Students begin with exercising their capacities on the issue and learn from the teacher actively,
- ➔ Students take part in teaching and learning processes by taking responsibilities and
- ➔ Learners' understanding, experience, skills, performance grow day to day.

Active learning classroom needs to include the above essential things for instruction in ELT to achieve objectives of instruction in a session and to create active language learners in the classroom.

2.4. 6 Materials or Textbooks of Active Learning in EFL Classroom

Teaching materials and textbooks have great contribution in effectiveness of language teaching because classroom teacher design contents, tasks and activities based on teaching materials of a given grade level. So, concerned bodies need to give deep focus for curriculum development. In addition, learners discuss with their language teacher only for 40 minutes per day but they study their textbook for long time. If there is unnecessary thing in the textbook or teaching material their (students') understanding will be affected.

Active learning implementation teaching materials or textbook must have varied tasks and activities which can motivate learners to be active participant in the classroom, give opportunities to use different strategies of learning, consider learner's need, include all language skills and areas, be designed based on context of society or country. According to Nunan (2004, p.1) Language teaching should concern with individual needs, invite interaction between learners in target language, give opportunity for authentic learning, and give chance for learners to enhance their personal experiences and have linkage with outside situation of classroom. The above things which have been discussed language teaching are very essential for active learning pedagogy because they are concerned with it. So, language teaching

materials or textbook (curriculum) should consider and based on above things in active learning pedagogy.

Tasks and activities which are designed for language teaching in active learning pedagogy need to be suitable to use in active learning strategies. They must invite learners to take part in teaching and learning processes attentively. As Nunan (1988, p. 42) shared ideas of Candlin (1987) about good tasks which are used in language classroom to have active participation in teaching and learning tasks should attract and encourage an attention of learners, consider communicative needs of students, available for flexible approaches, not have negative things which can affect an attitudes of learners, give chance to develop problem solving skills, be challenging learners to think deeply for a given issues, provide opportunities for meta communication and meta cognition, promote critical thinking, create opportunities for learners to share information and experience and to reflect their ideas freely and actively in the classroom. When language curriculum is developed for active learning pedagogy a professional should consider the following essential things for learning environment:

- Environment of learners
- Academic level and grade level of learners
- Ability to attract and motivate a learner to take responsibilities of learning
- Individual needs in a given grade level
- excluding negative things which can create bad things in learners mind and life
- Solution-focused (designing solution for different problem which are found in the environment of learners)
- Communicative skills of learners
- acquiring performance knowledge of students
- Opportunities of sharing new ideas and experience

- Students' reflection of ideas
- Interaction between learners
- Inviting learners to think deeply in a given issue before rising ideas and giving decision
- Authentic learning
- motivating all learners to participate in teaching and learning processes

2.4.7 Active Learning Classroom Teacher

There are different kind language teachers in this world who teach language, and their method of teaching are different from one another based their background experience and performance in pedagogy. But active learning teacher needs to have necessary things for instruction; such as he/she must be well-skilled and experienced in active learning pedagogy and subject area, etc.

When a teacher designs a tasks and activities he/she needs to consider contexts and tones of environment, to observe discussion and responses of learners, to guide and facilitate learners in instruction, to do based on time, to identify challenges and design solutions, to assess learners on time and to support learners to be active learners (Nadu, 2008,p. 48). If a teacher is well-experienced and performed in how to teach active learning, an instruction will be effective in a given session because teacher has his/her own roles on the instruction so teacher must give attention to fulfill these criteria.

2.4.8 Challenges that hinder the effectiveness of Active learning Implementation

An active learning pedagogy can be affected by different concerned bodies and things in a given instruction. In this section, the challenges have been discussed by dividing in to two main parts; such as human related and non-human related factors which affect active learning pedagogy in EFL classroom.

2.4.8.1. Human Related

A. Teacher related

Teacher's perception: teacher's awareness about method of instruction has great role in the implementation in given grade level. If teacher has deep knowledge and skills in pedagogy, he/she can apply pedagogy in the classroom. As Munie (2017, p. 25) cited the study of Hailom (2008) many teachers perceive that teaching and learning processes is the transmission of knowledge from a textbook/materials through classroom teacher to learners. The understanding of teachers about learning can affect the effectiveness of instruction. So, teachers need to have awareness about active learning pedagogy.

Teacher's belief: an interest of teacher for active learning pedagogy because if he/she has no interest for pedagogy, he/she can't play their roles effectively to achieve a goal of instruction. Teacher's belief can affect language teaching method to apply it in the classroom (Lefebo, 2009, p. 45). So, language teacher should have better belief to use pedagogy in the classroom. "The teachers' beliefs and their whole personality are shaped by their past teaching and learning experiences and the educational culture of the society (Melak, 2009, p. 29). In instruction pedagogy, the personality and teacher's belief play roles in implementation of active learning, so, teachers need to have better belief for active learning. But if they have no well belief for method, instruction will not be effective in a given grade level.

Teacher's affective reactions to the method: The reaction or feeling of someone has great contribution in successiveness of a given action. If a teacher is enjoyed in his/her job and instruction or method pedagogy, he/she will do by giving focus for his/her job or instruction, but he/she has negative feeling for method, he/she will be unmotivated to do better in the classroom (Lefebo, 2009, p. 45). Teachers should have positive feeling for instruction in the classroom because their feeling can affect achievement of teaching and learning processes.

B. Student related

Learner's aptitude: - it has its own contribution in the instruction, if learners have experience and performance in course of education, instruction will be simple to sustain because they can understand everything easily. In language teaching, learner's aptitude is necessary thing for

curriculum implementation, because if learners have language aptitude, they can identify, understand and memorize new sounds, words and sentences easily, able to figure out grammatical rules in instructions (Mercer, 2001, p.31). But an instruction will not be achieved easily if learners have at least a little background knowledge about what they are learning.

Motivation in the classroom setting: it is essential thing for teaching and learning processes in all subjects because learning can't be effective if learners have no motivation for instruction. Motivation is concerned with having great attention for instruction in classroom to participate actively in teaching and learning processes to increase an experience and to develop a performance (Mercer, 2001, p. 35). If students have motivation in the classroom to take part in instruction, they will do above concerned. But if they haven't motivation for instruction, they will be uninterested to do a simple; even they will not be initiated to attend class on time so they will come lately or absent the class frequently. So, language teacher should make them to be motivated in instruction.

Learner beliefs: it has its own role in effectiveness of active learning pedagogy. If learners aren't accepted an instruction in their mind, they will not have positive thinking for instruction. Hall (2011, p. 133) shared an idea of (Lightbown and Spada, 2006) learners experience has higher role in ELT classroom it may affect a communication between learners and teachers in a given grade level. If they acquire knowledge and skills attentively, the learning and teaching goals will be not achieved. The method of learning which pupils acquired knowledge before can affect learner beliefs for new method of instruction; for instance teacher-centered to learner-centered instruction, if students learned in teacher centered before, they will be challenged to be active learners in learner-centered. So, language teacher should explain important points about active learning to create awareness in mind of learners before he/she uses it in language classroom.

Learner preferences: One classroom has different kinds of learners in age, color, understanding, nature, skills, aptitude, etc so they raise their choice in the classroom based on

their needs and wants that means learner preference, so, it has great contribution in effectiveness of instruction. As Mercer (2001, p. 35) observed the idea of (Reid, 1995) about learners preferences, every learner has his/her clear preference which are related learning in new pedagogy and materials when they prefer a given thing for their learning they choice based their nature, experience and performance of absorbing, processing, retaining new knowledge and skills. The choice of learners can affect active learning implementation; if they are not interested in a method of instruction, they will not take part attentively. So, language teacher should give enough awareness for learners about active learning to prefer it.

2.4.8.2. Non-human related challenges

Classroom Arrangement and Size:- Classroom is initial necessary input for active learning pedagogy. According to the finding of Yusuk (2020, p. 51) about the factor of active learning; classroom facilities affects the implementation of active learning pedagogy. For effective instruction, classroom facilities must be fulfilled because classroom has its own roles in instruction. Classroom size can affect learner's participation, teacher's facilitating, teacher-learners communication and getting response of students (Melak, 2009, p. 31) but teacher can use it in different strategies. In addition, it needs to be arranged in better way for instruction, and a number of students should be accepted based on a size of classroom. But if the classroom isn't arranged, number of students is not considered based on size of classroom, active learning objective will not be achieved.

Physical Environment: Active learning is implemented in safe environment but not on noisy physical environment. If physical environment or school is noisy, it will not suitable for active learning pedagogy. As (Teka, 2011, p. 19) cited Silbreman (1996), the physical environment of active learning classroom able to disturb the instruction. So, the suitable physical environment must be selected before instruction started.

Organization of Teaching Modules:- If textbook is organized in a suitable way for active learning, teacher and learners will not be challenged to use it in the classroom and out or after session to study and do homework in individual or in group. As Melak (2009, p. 31) cited Lue

(2000) teachers will be challenged to use a textbook or module in instruction, and they skip a lot of topics and sections from the materials. So, teachers and learners will be challenged to implement active learning in classroom.

Shortage of Instructional Materials:-Instructional materials are very essential thing for active learning pedagogy in EFL classroom. Majority tasks and activities in language teaching are concerned with textbook and module, for instance: teaching reading skills, students need to have textbook to take part in teaching and learning processes. If there is a shortage of materials or textbook, different important things of instruction will be affected such as the balance between concrete and abstract learning skills, integration between learner's prior learning and present, motivating learners, giving opportunities for learners to engage in instruction (Melak, (2009, p. 31-32)cited from (Heinich et al (1996: 12). But if there are not enough textbook and instructional materials in the classroom, active learning pedagogy will not be effective in given grade level.

Time: - It has its own role in instruction because teaching and learning processes is related with time. Time limitation is challenge that is raised by different teachers who practice active learning pedagogy in the classroom (Lefebvre, 2009, p. 49).

2.4.9. Active Learning in Ethiopia

Active learning isn't recent phenomenon in Ethiopia it was started since 1994 curriculum reform of Education and Training Policy of Ethiopia. In addition, the objective was designed which is concerned with active learning in Ethiopian education policy. But there are a lot of problems which are related with active learning implementation in EFL classroom because majority students in Ethiopia are not active learners. So, implementation of active learning needs deep focus to make effective in all grade levels

According to (Teka, 2011, p. 19) discussed in his study about active learning in Ethiopia, majority number of textbook and teaching materials in this country's education system don't

include necessary tasks which are suitable to implement active learning pedagogy. So, the curriculum should be reformed again to include necessary tasks and activities in all grade levels which create opportunities to use active learning in the classroom. Textbook or teaching materials have great role in the practice so the implementation active learning pedagogy has been affected due to it in a given grade level. Finally, Ethiopian Education sector should focus to do by considering on the objective of the education and training policy.

Active learning implementation is applied by teachers and students in all grade levels, they have higher roles in effectiveness of pedagogy, so, teachers must be well-trained in subject matter and pedagogy and students must participate attentively. But Ethiopian theoretical and practical aspects of teacher training is not well integrated because they learn traditional teachers training, the main focus of teachers' training at college is concerned with a knowledge acquisition of the theory of the subject area and profession than giving an awareness of active learning pedagogy in the classroom (Teka, 2011, p. 20). Ethiopian education sector should reform college teaching and training for teacher to give enough awareness for language teachers.

Another main problem of Ethiopian education system is there haven't been made well-designed practical strategies or activities which are implemented in active learning classroom (Begna, p.68). The main problem of the new reform was not only the reference it made to different notions in the semblance of active learning, but also the fact that no mention was made of the practical strategies or activities to be practiced in the classroom by teachers and students. This explain to us how active learning affected in Ethiopia because there are no well-developed strategies of active learning which have been designed based on environment, needs and situations of learners so professionals should do a lot to develop strategies, tasks and activities.

UNIT THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research method is one of main parts of the study because it includes important things study. So, the research design has been stated how the research was designed, and the setting and participant of the study were discussed. In addition, the sampling techniques, data gathering tools, steps of data collection and method of data analysis were discussed in the following parts.

3.2 Research Design

To make the study effective the suitable design should be used, so, effective research design was selected to use in this study. “Descriptive designs attempt to present a complete description of a phenomenon within its context.” (Algozzine, 2006, p. 33). This design is suitable for this study because it helps to describe the situation. Both research methods were employed in this study such as quantitative qualitative research method. Quantitative research approach was applied to analyze the data which had been collected through questionnaire (close-ended questions). Qualitative research approach was used to interpret the data which had been collected in questionnaire (open-ended questions), interview, observation and document analysis.

3.3 Research Setting

This study was done in Southern part of Ethiopia Gedeo Zone. Gedeo zone is found in South Nations, Nationalities Peoples Region of Ethiopia. It is found in south to Sidama Regional State of Ethiopia, east to Eastern Guji Zone, west and north to Western Guji Zone.

3.3 Research Subject

The study was conducted in three different two woredas and one town of Gedeo zone; they were Dilla Zuria Woreda, Wonago Woreda and Wonago Town Administration in selected primary schools. Teachers of English subject in grade 7 of these thirty selected primary schools were taken as the participant; totally thirty teachers were selected and grade7 English textbook was taken for textbook analysis.

3.4 Sampling Techniques

The researcher used two sampling techniques to select the sample of the study. The Purposive sampling technique was used to select samples of school because there are thirty six primary schools in Dilla Zuria Woreda, Wonago Woreda and Wonago Town Administration, and comprehensive sampling technique was employed to take sample from teachers because there were thirty grade 7 English subject teachers in these thirty primary schools. Indeed, five teachers and three primary schools' grade 7 ELT classrooms were selected purposively because they were suitable to get enough information and to manage the study in interview and observation respectively.

3.5 Data Gathering Tools

A. Questionnaire

Questionnaire is effective tool to get information from many respondents in the same time. In addition, the researcher can collect data without presenting in the place of respondents by using different instrument; for instance: post, email, telegram, etc. Louis Cohen, L. M (2005, p246), as they cited Wilson's and McLean's (1994) about this tool, nowadays, this tool is used to gather information by providing structured questions, it is often the numerical data, the data can be collected without presenting the place where the respondents are living, and it is easy to analyze than other tools. This tool was used to answer the first and second research questions because getting information about perception and frequency is very difficult and to get additional information for third research question. The researcher used both open-ended and close- ended question to get information from teachers. The researcher adopted from other researchers' questionnaire; Munie (2017, P. 76-77) part II was used as source to collect data for first research question, and Teka (2011, P. 60) part III was used as to gather information to answer second research question, and to get information for third research question.

B. Interview

Interview is a tool which helps us to understand something deeply because the interviewees can explain what they can't explain in writing. (Algozzine, D. R, 2006, 39) discussed about interview by themselves and by sharing other body's idea (Mason, 2002); interview is a tool most commonly used in case research to collect data from interview, in addition, interviewing

individuals or groups is very important activity to get full and personalized data from interviews. This study is case research, so, researcher employed this tool to gather information from teachers of English subject. As Louis Cohen, L. M (2005, p. 267) cited (Kvale, 1996:11), about the benefits of interview, interview is the most important tool to collect data from interviewees by checking the feeling of the interviewees because it helps to check interviewees if they are giving wrong information. The interviewees of the study were grade 7 English subject teachers. Semi-structured interview was applied in this study because it is suitable for case research. The researcher interviewed the teachers by presenting where they were because it is important to get information by identifying their emotions. The interviewees were 5 grade 7 English subject teachers. This tool was used to answer first and third research question and to get additional information for second question.

C. Observation

Classroom observation is effective tool to get original data about what is going - on in the classroom. “Structured observation is challenging to construct it, but it is easy to analyze, whereas unstructured observation is not challenging in construction, but it is complex in analysis (Louis Cohen, L. M (2005, p. 306).” So, structured observation was used to gather the data. The checklist had been prepared before the observation was started in the classroom. The researcher used classroom observation to answer third research question. The suitable kind of observation for this study is structured observation, so to answer these research questions structured observation was used. Finally, three grade 7 English subject teachers and teaching and learning processes were observed for four weeks.

D. Textbook Evaluation

Textbook evaluation is important tool to get information about one text book or document. As (Litz, 2001, p. 9) cited Cunningsworth (1995) and Ellis (1997) “textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material.” Textbook evaluation is important thing for teachers and researcher to develop their profession and to get information for study respectively. So, it was applied to evaluate the grade 7 English subject text book. The researcher prepared the checklist to evaluate the strength and

weakness of text book to implement active learning in EFL classroom. This tool was used to get answer for third research question.

3.6 Steps of Data Gathering

Each data gathering tools were used in steps to get clear information effectively because the participants could give artificial data for the statements. At the beginning, the grade 7 textbook was evaluated whether it is suitable to use in active learning EFL classroom based on the checklist. Then, three selected primary schools' grade 7 ELT classroom were observed for four weeks to get data about practice and challenges in active learning. And, the questionnaire was distributed to respondents to get information about teacher's perception, practice and challenges in implementation of active learning in EFL classroom. Finally, five selected grade 7 English subject teachers were interviewed to get data about their perception, practice and challenges in active learning implantation in EFL classroom.

3.7 Method of Data Analysis and Interpretation

The data which had been collected in four above data gathering tools were analyzed in the next chapter (data analysis and interpretation). Both quantitative and qualitative methods were employed to analyze the data which had been collected. The data which had been collected in questionnaire (close-ended questions) was analyzed quantitatively by using table to state in number and percentage, and then it was discussed in paragraph. The data which had been gathered in questionnaire (open-ended questions) and interview was interpreted in paragraph. Indeed, the data which had been collected in classroom observation and textbook evaluation was discussed qualitatively in table and paragraph. Finally, the data was cross-checked which had been collected in all data collecting instruments.

UNIT FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The data which had been collected in questionnaire, interview, observation and textbook analysis has been analyzed and interpreted in the following sections. Each analysis and interpretation has been discussed by focusing in the perception of classroom teacher in active learning pedagogy, teachers' and students' practice of active learning strategies to in ELT classroom to improve the skills of learners and challenges which hindered the effectiveness of active learning implementation in the EFL classroom. The personal information of teachers was stated whether their educational background was enough to be grade 7 English subject teacher and to facilitate active learning in ELT. The data about teachers' perception, practice and challenges in active learning implementation was analyzed and interpreted which had been gathered in questionnaire in table and paragraph. And, the information which had been gathered in interview was interpreted in paragraph. Indeed, the data was stated in table and paragraph which had been gathered in observation and textbook evaluation.

4.2 Data Collected in Questionnaire

4.2.1 Personal Information about Respondents

The personal background of teachers have great role in the effectiveness of active learning implementation. As their personal information had been collected in the questionnaire, the sex of teachers couldn't affect the implementation because learners were not KG students, their age level was above 27 years in average so it couldn't affect the implementation because their age was enough to be active learning classroom's teacher, all respondents were trained in the subject area in the level of diploma in teachers teaching college except one teacher who teaches in one primary school due to shortage of teachers who have trained in English subject area. There were no that much difficulties which were related with the personal background of classroom teachers.

4.2.2 Teacher's Perception in Active learning Pedagogy

Table 1: Teacher's Perception

Keys: 5= strongly agree, 4=agree, 3= undecided, 2= disagree, 1= strongly disagree

No	Items	Response					
			5	4	3	2	1
1	Active learning method helps students to take responsibility of their learning than teacher-centered approach.	No	17	10	1	-	2
		%	56.66	33.33	3.33	-	6.66
2	Active learning pedagogy is best to teach Grammar in than teacher-centered approach.	No	11	10	5	4	-
		%	36.66	33.33	16.66	13.33	-
3	Active learning needs a lot of time to implement it in the EFL class.	No	7	16	5	2	-
		%	23.33	53.33	16.66	6.66	-
4	Involving learners to build different words using prefixes and suffixes in groups increases their word power.	No	14	6	2	8	-
		%	46.66	19.99	6.66	26.66	-
5	Guiding students to do different activities before teachers' explanations/lectures facilitates learning.	No	4	18	4	2	2
		%	13.33	59.99	13.33	6.66	6.66
6	Active learning method especially story telling helps students to improve their listening skills.	No	14	10	6	-	-
		%	46.66	33.33	19.99	-	-
7	Active learning method doesn't help teachers to cover the contents of the text book on time.	No	2	14	-	4	10
		%	6.66	46.66	-	13.33	33.33
8	Active learning methods provide activities and opportunities to make students responsible for their learning.	No	19	9	2	-	-
		%	63.33	30	6.66	-	-
9	Active learning method adds work load on teachers.	No	2	5	11	8	6
		%	6.66	16.66	36.66	26.66	19.99
10	Active learning method can't be practical	No	4	10	5	6	5

	in large class.	%	13.33	33.33	16.66	19.99	16.66
11	Engaging students in problem solving tasks helps students understand things better.	No	9	14	5	2	-
		%	30	46.66	16.66	6.66	-
12	In active learning methods, pair and group expose the students to alternative viewpoints.	No	6	19	3	2	-
		%	19.99	63.33	10	6.66	-
13	Active learning method doesn't provide opportunities for slow learners to practice in the teaching-learning process.	No	2	3	12	6	7
		%	6.66	10	39.99	19.99	23.33
14	Active learning methods don't allow students to accumulate as much knowledge as the teacher wants to share.	No	4	8	2	8	8
		%	13.33	26.66	6.66	26.66	26.66
15	Active learning method helps students to share their experiences and participate actively in their learning.	No	27	3	-	-	-
		%	90	10	-	-	-
16	Engaging students in group discussion to compare and contrast their answers on comprehension questions helps them to improve their reading skills.	No	21	7	2	-	-
		%	69.99	23.33	6.66	-	-
17	Active learning methods are useful because they provide activities that require students to negotiate with each other about the issues.	No	10	12	8	-	-
		%	33.33	39.99	26.66	-	-
18	Active learning method especially role playing tasks help students to improve their speaking skills.	No	14	14	-	2	-
		%	46.66	46.66	-	6.66	-
19	Using different problem solving activities helps to promote students' thinking skills	No	18	8	2	-	-
		%	59.99	26.66	6.66	-	-

	and deep understanding.						
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Each respondent's response has been stated in number and percent in the above table about the teacher's perception in active learning implementation in EFL classroom.

The respondents expressed 80% and above agreement in nine statements. They responded that ALM helps students to take responsibilities than teacher centered approach in EFL classroom. They gave their response that ALM especially story telling helps students to improve their listening skills. The response of respondents expressed that active learning methods provide activities and opportunities to make students responsible for their learning. They responded that engaging students in problem solving tasks helps students understand things better. They replied that in active learning strategies; pair and group discussion exposes the students to alternative viewpoints in EFL classroom. All respondents responded that active learning method helps students to share their experiences and participate actively in their language learning. As the data was analyzed about ALM, engaging students in group discussion to compare and contrast their answers on comprehension questions helps them to improve their reading skills. The response in the table stated that active learning method especially role playing tasks help students to improve their speaking skills. Indeed, the respondents replied that using different problem solving activities helps to promote students' thinking skills and deep understanding.

As data has been discussed in the table about the teachers' perception in active learning pedagogy, the respondents expressed their agreement about 66.66% - 80% for four statements. They replied that active learning pedagogy suitable to teach grammar than teacher-centered pedagogy in EFL classroom. They responded that guiding students to do different activities before teachers' explanations/lectures facilitates learning in ELT. And, they gave response that ALM is useful because it provides activities that require students to negotiate with each other about the issues in EFL classroom. And, they replied that

involvement of learners helps to build different words using prefixes and suffixes in groups to increases their word power.

In the third level, the respondents expressed their disagreement about 43% - 46% in two statements about their perception in active learning implementation in EFL classroom. They disagreed that active learning method adds work load on teachers in ELT. And, they didn't support the idea that active learning method doesn't provide opportunities for slow learners to practice in the teaching-learning process.

As the data stated in the table about teachers' perception, the respondents expressed their agreement about 40% and above percent in four statements which have negative relations active learning implementation in EFL classroom. They replied that active learning needs a lot of time to implement in language teaching classroom. They gave their response that ALM doesn't help teachers to cover the contents of the text book on time. The analysis stated that active learning method can't be practical in large class. And, they responded that active learning methods don't allow students to accumulate as much knowledge as the teacher wants to share.

4.2.3 Practice of Active learning Strategies

Table: 2 Practice of Strategies

5 = always, 4 = frequently, 3 = sometimes 2 = rarely 1 = not at all

No	How often do you use the following active learning strategies?	Response					
		No	5	4	3	2	1
1	Project work	No	-	4	13	2	11
		%	-	13.33	43.33	6.66	36.66
2	Problem solving method	No	11	8	4	7	-

		%	36.66	26.66	13.33	23.33	-
3	Role-playing	No	7	8	8	7	-
		%	23.33	26.66	26.66	23.33	-
4	Discussion	No	15	11	4	-	-
		%	50	36.66	13.33	-	-
5	Brain storming	No	12	12	3	2	1
		%	43.33	43.33	10	6.66	3.333
6	Debating	No	4	5	11	8	2
		%	13.33	16.66	36.66	26.66	6.66
7	Story telling	No	3	7	10	10	
		%	10	23.33	33.33	33.33	-
8	Concept mapping	No	1	12	10	1	6
		%	3.33	39.99	33.33	3.33	19.99
9	Case study	No	2	7	7	11	3
		%	6.66	23.33	23.33	36.66	10
10	Ice breaker	No		4	5	11	10
		%	-	13.33	-	36.33	33.33
11	Jigsaw learning	No	4	2	8	10	6
		%	13.33	6.66	26.33	33.33	19.99
12	Peer-teaching	No	6	11	8	4	1
		%	19.99	36.66	26.33	13.33	3.33
13	Field trip	No	2	2	9	6	11
		%	6.66	6.66	30	19.99	36.66
14	Questioning	No	19	11	-	-	-
		%	63.33	36.66	-	-	-

The response of the participants in the practice of active learning strategies has been discussed in three points that means the strategies which teachers use in the classroom, using strategies by giving less focus and not.

The respondents gave the information about strategies of active learning they were using in EFL always and frequently. From all respondents 36.66% and 26.66% responded that they were using problem solving method always and frequently respectively. 23.33% and 26.66% of respondents responded that they were implementing role-playing strategy always and frequently respectively in EFL classroom from total participants. About 50% and 36.66% (majority number of participants) responded that they were applying discussion strategy always and frequently respectively. Almost all or 43.33% and 43.33% respondents replied that they were using brainstorming strategy always and frequently respectively. Under total number of participants 3.33% and 39.99% responded that they were using concept making strategy always and frequently respectively. From all respondents 19.99% and 36.66% replied that they were using peer-teaching strategy using always and frequently respectively. Almost all or 63.33% and 36.66% respondents responded that they were implementing questioning strategy always and frequently respectively. Indeed, there is some information which are related with practice but the conclusion of their implementation of active learning in EFL classroom has been given by cross-checking with other tools in discussion (at the end of this chapter).

By referring the above information which has been analyzed in the table, teachers were using other strategies by giving less focus in the classroom. About 43.33%, 6.66 and 36.66% from total participants responded that they were using project work strategy sometimes, rarely and not at all, from all respondents 33.33% and 33.33% responded that they were using storytelling sometimes and rarely respectively, about 36.66%, 26.66% and 6.66% from all participants responded that they were using debating sometimes, rarely and not at all respectively. As the practice has been discussed there is some information about project work, storytelling and debating but the conclusion has been designed in discussion by relating with other information in this issue.

As the response of participants stated in the above table, teachers didn't use other strategies of active learning in EFL classroom which haven't been listed in the beginning two paragraphs attentively. From total number respondents, 23.33%, 36.66% and 10% replied that they were using case study sometimes, rarely and not at all respectively. 36.33% and 33.33% from all

respondents (majority number of respondents) gave their response that they were using Ice breaker rarely and not at all respectively. About 33.33% and 19.99% replied from all participants that they were using jigsaw learning rarely and not at all respectively. Indeed, they didn't give focus to use field trip strategy to teach English language in the classroom because from total respondents 30%, 19.99% and 36.66 responded that they were using it sometimes, rarely and not at all respectively. In generally, the main conclusion of this items, has been designed in ending part of this chapter by cross-checking other information which had been got in other tools.

4.2.4 Challenge that Hinder the Implementation of ALM

The respondents gave the information about the challenges that affect the effectiveness of active learning implementation in EFL classroom in close-ended questions of questionnaire, and they discussed the challenges in open-ended questions in questionnaire. So, these challenges have been discussed in the following points. The discussion has included challenges in three sides; such as teacher sides, student sides and others.

1. Teachers' using of Active Learning

As the respondents gave information in the questionnaire whether they were using ALM in EFL classroom, they replied that they were using active learning methodology to teach English language in the classroom because majority teachers responded that they were using this pedagogy that they use active learning pedagogy.

2. Challenge that hinder Active Learning Implementation

When they were using ALM they faced different difficulties from different sides which affected the effectiveness of active learning implementation in EFL classroom as they has given information, their response has been discussed in three classifications. Teacher related challenges were lack of preparation and professional performance in active learning in ELT. Student related challenges were student's performance, absenteeism, their background, lack of participation, interest and their awareness about subject in the lower grade level. In addition, there were several challenges which affected the implementation of active learning in EFL classroom such as unavailability facilities; classroom wasn't comfortable, number students and work load.

4.3 Data Collected in Interview

4.3.1 Teacher's Perceptions

1. Active Learning Versus Other method (teacher-centered) to teach grammar

The interviewees discussed about active learning vs. teacher-centered method to teach grammar in EFL classroom by comparing and contrasting them. At the beginning, they agreed that ALM is effective to use it in EFL classroom than teacher-centered. And then, they gave some information about this issue but that was not enough as a language classroom facilitator; in addition, some response wasn't related with ALM.

2. The Time Length of Using Active Learning in the EFL Classroom

It is obvious that ALM can take time if classroom teacher wants to guide learners in many tasks. But he/she can manage time when he/she uses ALM in EFL classroom. Interviewees understood ALM only in one sides which teacher can use long time in ALM because majority learners are empowered in the classroom. So, they replied that in Ethiopian primary education context allowed time in one session is 40 minutes so active learning pedagogy is not suitable to use in the EFL classroom.

3. The Suitability of Active Learning to Ask Brainstorming Questions

The interviewees understood that brainstorming questions strategy is suitable to use in EFL classroom. They gave some information which is related with implementation of active learning in EFL classroom but that was not enough as the facilitator of language classroom. In addition, they discussed it only by relating talented students and sessions of the previous.

4. The Suitability of Story-telling strategies to Teach Listening Skills

The majority participants of interview agreed that storytelling strategy is effective strategy to use it to teach English listening. And, they discussed some information which is related with this strategy of teaching in EFL classroom. But that was not enough as the language classroom teacher in a given grade 7 because this strategy is highly applied in the primary education levels.

5. Creating Opportunities for Learners to take Responsibilities in Active learning

Interviewees discussed that ALM is suitable to share responsibilities in the classroom and after session, so, they said that it can minimize the load from teachers because learners take part in the teaching and learning processes. But some response of interviewees was not related with this issue because they had connected with giving responsibilities, giving assignment and class work, guiding and directing learners in the classroom.

6. Active Learning versus Work load in Teacher

It is truth that classroom teacher needs to guide, to motivate, to direct and to do different things to make effective active learning implementation in the EFL classroom. These kinds of roles from EFL teacher are not related with adding work load in teacher. But the interviewees connected it with increasing load in the classroom teacher, so, they discussed that teacher reaches each learners in classroom, and they related it with adding load in teacher.

7. Effectiveness of Active Learning Pedagogy to Implement in the Large Class

There are different strategies which can be used in both small and large class in the active learning implementation in EFL classroom. The interviewees saw ALM in only one side which it can be implemented in small and medium class. As they replied active learning pedagogy is not effective to implement in the large class because teacher can't control the learners and a given teaching and learning processes, he/she can't reach each learners who are found in the classroom and all learners can't be participant in the teaching and learning processes.

4.2.2 Strategies of Active Learning

In this sub content of data interpretation, the practice of using active learning strategies to teach language skills and areas have been discussed in the following points.

A. Speaking skills: As they replied, they were using different strategies of teaching speaking skills in active learning pedagogy such as dialogue, debating, interview and discussion. But some interviewees hadn't knowledge about strategies of teaching speaking skills. Therefore, majority teachers used different strategies of teaching speaking skills but their practice wasn't enough.

B. Listening skills: As interviewees' response, they were using story telling strategy to teach listening skills, but majority interviewees didn't understand which strategies they were using in the classroom to teach listening skills. Therefore, their practice of using active learning strategies to teach listening skills weren't satisfactory as the active learning classroom facilitator.

C. Reading skills: There are different strategies of active learning which can be used in EFL classroom. The Interviewees were using a few strategies; for instance: they were teaching reading skills by passage which are found in the textbook. In addition, they couldn't discuss strategies effectively which they were using to teach reading skills in the classroom, Therefore, they didn't practice effectively the different strategies of active learning to teach reading skills

D. Writing skills: There are different strategies of active learning which are used in EFL classroom. But interviewees said that they were using sentence construction, paragraph writing, and these responses were not related with the strategies of teaching writing skills in active learning pedagogy, this express that they were not practice active learning strategies effectively to teach writing skills effectively in the classroom. Therefore, they didn't practice strategies of teaching writing skills effectively because they assumed contents as strategies.

E. Vocabulary: As interviewees discussed about the strategies of active learning which they were using in the EFL to teach vocabulary classroom their implementation was not satisfactory as active learning facilitator. They weren't practicing the strategies of active learning effectively in classroom.

F. Grammar: According to the response of interviewees, they were using rule teaching strategy to teach grammar. Therefore, they weren't practicing active learning strategies in

achievable way to teach grammar in the classroom because their response wasn't related with active learning pedagogy.

G. Pronunciations: Based on the response of the interviewees, they didn't give focus for teaching pronunciations because they told the contents as the strategies of teaching pronunciations in the active learning pedagogy; for instance: silent sounds, separating vowel and consonants, etc. Therefore, they weren't using different strategies of active learning to teach pronunciations.

H. Word formations: There are several strategies in ALM which are related with word formation in EFL classroom. But interviewees couldn't discuss the strategies of active learning to teach word formation in the classroom; in addition, they listed which are unrelated with the strategies of teaching word formation in active learning pedagogy.

4.2.3 Challenge that Hinder the Effectiveness of Implementation of Active learning

There were different challenges which affected the effectiveness of active learning implementation in the EFL classroom the as interviewees discussed. So, they have been discussed in the following points.

The interviewees said that there were challenges that hinder the effectiveness of active learning implementation in EFL classroom; so, the challenges have been discussed in three sides. Students weren't well skilled in be active learner in the classroom (problem in lower grade level), their families' economic level because many students come class without eating their breakfast, in addition, they didn't participate effectively, and they had no enough motivation to take part. Teachers weren't well-trained in active learning pedagogy. There were no enough textbook for teachers and students, reference books, instruments. So, these challenges affected the effectiveness in active learning implementation in EFL classroom according to the response of interviewees.

4.3 Observation Result Discussion

The three selected primary schools grade 7 English language teaching and learning processes were observed by researcher in four weeks. The data which was got in observation has been analyzed and interpreted in the following section by using tables and paragraphs. Classroom observation focused on answering two research questions.

Table 3: The Challenge that Affect the Implementation of Active Learning in EFL Classroom

The data which is concerned with third research question (challenges that affect the implementation of active learning) has analyzed in the table.

No	Items	Response					
		School A		School B		School C	
		Yes	No	Yes	No	Yes	No
1	Teacher has been well-prepared to use active learning pedagogy		√		√		√
2	Teacher facilitates learners in instruction		√		√		√
3	Classroom is organized and arranged in suitable way to implement active learning.	√			√		√
4	Classroom size is enough for a number students based on active learning classroom size.	√		√		√	
5	Classroom is built in safe environment to apply active learning in the classroom	√			√	√	
6	Learners are motivated to participate in teaching and learning processes.		√		√		√
7	Learners have experience to take part in instruction		√		√		√

Based on the information which were collected by using classroom observation have been discussed in the following points.

Active learning pedagogy needs deep preparation to use it in the classroom to teach English language skills and areas. But the preparation of teachers in sample primary schools' grade 7 English subject weren't enough, so, their preparation affected the implementation of active learning in the EFL classroom.

This pedagogy needs facilitating learners to participate in the teaching and learning processes. But majority students' attention wasn't in the teaching and learning processes because many students were doing other activities (writing note from chalkboard, chatting each other, etc.). These imply teachers weren't facilitating learners to be active learners or take part effectively in the teaching and learning processes. So, the absence of playing the role of facilitating learners in the classroom affected the effectiveness of active learning in the EFL classroom.

The Active learning classroom must be organized and arranged effectively to manage the instruction in a given session. From three primary schools' grade 7 classrooms only school A grade 7 classroom was arranged for active learning implementation, but two schools' grade 7 classroom weren't arranged in suitable way to apply active learning pedagogy in EFL classroom. So, the classroom organization and arrangement affected the implementation of active learning in EFL classroom.

The number of students has its own role in the implementation of active learning pedagogy in the EFL classroom. According to the information of classroom observation, the number of students was below 60 in all sample schools' grade 7 classrooms; the number of students' size was medium. By the way there are different strategies of active learning implementation in

EFL classroom; teacher can apply ALM in small, medium and large classes. Therefore, there was no that much problem which was related with number of students' size.

Active learning needs suitable environment where classroom is built. From three sample schools' grade 7 classroom two grade 7 classrooms were built in the suitable environment, but one classroom wasn't built in the effective place for active learning implementation. This means 66% of sample schools' were suitable for active learning pedagogy in EFL classroom.

The motivation of learners for participation in the teaching and learning processes has great role in active learning pedagogy. According to the information of the classroom observation in three sample schools' grade 7 EFL classrooms; majority students were unmotivated to take part in teaching and learning processes in the classroom. So, the motivation of learners affected the effectiveness of implementation of active learning in the EFL classroom.

The learners should have experience to take part in the instruction to play their role effectively in the active learning classroom. As the data had been got in classroom observation in three sample school's EFL classroom, majority students had no experience to take part in the instruction because above half of total learners in the classroom are not active learners. Therefore, the experience of learners to taking part in instruction affected the implementation of active learning pedagogy in EFL classroom.

4.4 Textbook Analysis Discussion

Grade 7 English subject textbook was evaluated based on the checklist statements. The evaluation was concerned with the third research question (challenge that hinders the effectiveness of active learning pedagogy).

Table 4 Textbook analysis

No	Items	Response		
		Yes/has/do	Not enough/no	No/hasn't/don't
1	There are enough instructional materials			√
2	Textbook has been designed based on a time of academic year.	√		
9	It is manageable in a given academic year	√		
3	Objectives of each chapter/session have been discussed in clear way.	√		
4	Content has been presented in good manner for ALM implementation		√	
12	Content organization and grading is designed in good manner	√		
5	There are appropriate weights, adequate, comprehensive and sufficient input of contents in the textbook.	√		
6	A textbook is sufficient and adequate in all language skills		√	
10	There are enough illustration to use active learning in the classroom		√	
7	There are sufficient activities in the textbook to implement ALM		√	
11	Integration of language skills and areas is better in the textbook	√		
14	It is designed in appropriate of language use	√		
8	It is suitable for clarity of instructions in active learning pedagogy	√		
17	It encourages interactive learning.	√		
13	It is suitable for authentic learning	√		
15	It gives opportunities for learner autonomy	√		

16	It has considered learner's diversity.	√		
18	It considers classroom modality and context.		√	

This textbook has many strengths and weakness to use in active learning classroom. So, it has been evaluated and identified strengths and weaknesses of the textbook based on active learning pedagogy implementation. They have been discussed in the following sections

1. Time and Availability of Textbook

The availability of textbook and academic calendar of the country have great role in achievement of instruction. As the information was collected in analysis there were no enough textbook in the classroom and in the home of the learners in all sample schools; in addition, grade 7 textbook wasn't available to buy from the market because it is new curriculum's textbook, the economy level of learners' family wasn't enough to buy new books or reference books for their kids. According to the analysis of textbook by considering size of textbook to use in academic year, it has been designed based on a given year. The size of contents in language skills and areas has been designed based Ethiopian academic years. The design of textbook were considered the academic year of Ethiopian primary schools, so, teachers can't be challenged to design annual and lesson plan based on active learning pedagogy implementation, and they can complete it in academic year. Indeed, whereas the shortage of textbook affected the effectiveness of ALM implementation in EFL classroom the size textbook is manageable to use in academic year.

2. The objectives and Content Design, Grading and Presentation

The objectives and contents are core things of a given textbook. So, the data was collected in analysis which is concerned with these issues. The objectives of each lesson have been listed in the beginning of the each unit of text book. Teacher and learners can understand all objectives of lesson easily because objectives have been designed in good manner in the textbook. They have been organized and graded in better way according to active learning pedagogy teaching and learning materials in this textbook. So, there is no that much problem which is related with active learning pedagogy in content organization and grading. The contents have been discussed clearly, and they are easy to understand and identify. But the

contents have been designed from general to specific because the order of content grading haven't been presented good manner (specific to general).

The contents of textbook

1. Unit 1: Living in Rural Areas
2. Unit 2: History of Calendars
3. Unit 3: Road Safety
4. Unit 4: Endemic Animals in Ethiopia
5. Unit 5 Diary
6. Unit 6: Land Conservation
7. Unit 7: Volunteerism
8. Unit 8: Fitness
9. Unit 9: Self-expressions
10. Unit 10: Computer Development

Active learning pedagogy implementation needs suitably presented contents which are graded in specific to general, but this grade 7 English textbook has been graded in general to specific.

3. The appropriateness, Sufficiency and Adequacy of Contents

According to active learning pedagogy implementation, there are appropriate weights, adequate, comprehensive and sufficient input of contents in the textbook. So, there are no that much challenges which are related with weight of the contents and activities in the textbook, the task in each content are adequate but they are not balanced based on language skill and language areas it are highly focused on grammar. There are enough contents and tasks in language skills and area but there are insufficiency in vocabulary and pronunciations so, they aren't balanced in all language skills and areas. The contents aren't sufficient and adequate in all language skills and areas because they are not balanced based on the language skills and areas. The contents are highly related with grammar and some language skills (speaking and writing). In addition, the textbook book doesn't invite learners to listen different audios, stories, other things, and it doesn't guide learners to read additional texts to develop their reading skills. In generally, there are no sufficient and adequate contents in considering balance between language skills and language areas. Indeed, this textbook is appropriate in

relation to weight, comprehension and adequacy and adequate only in speaking, writing and grammar although the contents are not balanced in all language skills and areas and insufficient in vocabulary and pronunciations.

4. Illustration and Activities in the textbook

Illustration and activities are very important things to invite learners to practice a given skills. In this textbook, there is enough illustration in some contents especially in grammar but there are no enough in majority language skills and areas. There are enough activities in language skills and areas but they are not balanced. Because there are sufficient activities in speaking, writing and grammar but activities are insufficient in pronunciations, vocabulary, word formation, listening and reading. Indeed, Illustrations and activities are sufficient in speaking, writing and grammar whereas they are less in pronunciations, vocabulary, word formation, listening and reading.

5. Integration of language skills and areas and Appropriateness of language use

The integration between skills and areas and language use helps learners to improve the performance and competence. This textbook has been designed based on integration of language skills and areas one another. Contents invite language skills and areas to integrate each other because they are inter-related one another. Textbook development must follow normal and simple language use; it should consider the grade level, societies, politics, family economic level and age of learners. According to these important things for active learning pedagogy implementation, this textbook has been designed in appropriate language use. So, there is no challenge which is related with integration and language use to use this textbook in active learning pedagogy classroom.

5. Suitability for Clarity of instructions in active learning pedagogy and authentic learning

A given textbook needs to be suitable for clarity of instruction and to use in authentic learning. The presentation of contents and tasks which have been designed in textbook are suitable for clarity of instruction in active learning pedagogy implementation. The tasks which have been discussed in the textbook are easy to understand because they were presented in clear language according to grade level of students. Authentic learning is a strategy which is

essential in active learning pedagogy implementation to improve understanding of learners in a given topic. This textbook is effective to use authentic learning because majority contents which have been discussed are original and genuine, and they have touched the original life learners. So, teachers and learners can use it by connecting with real life. This textbook is suitable for authentic learning and for clarity of instructions.

6. Creating Opportunities for Learner autonomy and Encouraging Interactive Learning

Creating learner's autonomy and encouraging interactive learning are main focus in active learning pedagogy in the language classroom. This textbook is effective to create opportunities for learner autonomy in the classroom and after the session because there are many tasks which invite learners to develop their confidence and autonomy in language skills and areas, there are different tasks which are related with the individual activities in the classroom and at home. The students can do several activities individually; when they do those tasks they improve their independence and self-directing. This textbook is appropriate to use in the classroom to encourage interactive learning because there are different contents and tasks which invite learners to be interactive learners in the classroom. In addition, it encourages learners to share their ideas in discussion, peer teaching, pair discussion and so on because tasks have been designed based on these strategies. Therefore, it is effective textbook to create opportunities for learner's autonomy and to make an instruction interactive.

7. Considering Learner's Diversity and Classroom Modality and Context

Learner's diversity and classroom modality and context have their own roles in effectiveness of instruction. There are different learners in the classroom according to their academic achievement, economic levels and social background; textbook designers should consider these things before they develop it for learners. This textbook is appropriate to use it active learning pedagogy implementation according to learner's diversity because there is no challenge which affects the learner's diversity in the classroom. The contents which have been discussed in the textbook have been developed based on modal of active learning pedagogy implementation, and the development of this textbook have been considered the steps which teacher uses in the classroom. The contexts have been considered in this textbook but they are not enough according to active learning pedagogy teaching and learning materials

because some content design hasn't been consider rural area learners; for instance: Computer Development. Other contents have been designed based on the contexts of learning environment. Therefore, there is no that much problem which are related with students' diversity and classroom modality and context.

4.4 Discussion

Different scholars and researchers discussed the teacher's perceptions, practice and challenges in their studies finding. Some of their findings have been discussed in the following sections this part by relating with this study's finding.

According to the data which were collected in the questionnaire, classroom teachers had perception in the active learning as their awareness can be understood from their response and they had positive perception. And, they were interviewed about their perception in active learning method by using interview questions as replied they gave response in each questions their understanding was not enough in active learning as active learning facilitator. (Munie, 2017); he found that both teachers perceived active learning positively, and (Geressu, 2008); he found that the teachers of active learning have perceived active learning positively. When the teachers' response was cross-checked by questionnaire and the interview their perception was not enough as the active learning classroom facilitator in ELT.

Teachers were using different strategies of active learning to teach language skills. But their practice was highly focused on speaking and listening skills, their practice was unsatisfactory in other skills and areas. (Geressu, 2008); He discussed in the finding of his study that teachers' practices of active learning were low, and (Munie, 2017); he concluded that in the finding teachers' practice were low. Just like their finding; this study's researcher found that the practice of active learning in EFL classroom was not satisfactory.

The challenges which affected the effectiveness of active learning implementation were collected and cross-checked in four data gathering tools, so, they have been discussed in three

directions. Challenges in students' side were absence of learners' attention and motivation in teaching and learning processes, learners' academic background in lower grade levels, economic level of their families, lack of interest and absence of having experience to take part. Challenges in teachers' side weren't well-trained in active learning pedagogy, and they weren't well-prepared for practice, in addition, they fail to facilitate and organize the classroom. Other challenges were shortage of textbook, reference books and instruments affected the implementation of active learning method in EFL classroom, in textbook; the contents were highly related with grammar and some language skills (speaking and writing) but contents, input, illustration and activities weren't balanced in all language skills and areas, in addition the contents were designed and presented in general to specific. Other researcher found that there were challenges which were related with teachers, students, textbook and other; (Yusuk, 2020) found challenge in his study such as limited resources, space, and time, as well as challenges in classroom management, and (Munie, 2017) found the main factors these such as large class size, shortage of time, lack of interest from teachers and students in using ALM and lack of skills for teachers in using ALM as well as teachers' tendency to use lecture method.

UNIT FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

Active learning pedagogy is very successful method of teaching to use in ELT classroom. So, it has been accepted over the world, in addition, in our country Ethiopia to apply it from Kindergarten up to higher education levels. Because this method of teaching is effective to create active learner who are critical thinker and influential person in their societies and in the country so this study focused on active learning pedagogy. The main purpose of this study was an evaluation of teachers' perceptions, practices and challenges in implementation active learning in EFL classroom in junior secondary school grade 7: Dilla Zuria Woreda, Wonago Woreda and Wonago Town Administration selected Primary Schools. To achieve this purpose three research questions had been designed and descriptive research design was used to make the study effective because the study was case research. The data had been collected in questionnaire, interview, classroom observation and textbook analysis, and then it was analyzed and interpreted in quantitative and qualitative research approach. Based on data analysis and interpretation the finding of this study has been discussed in the following points by relating with the research questions. Finally, the conclusion and recommendation of this study has been discussed based on the finding of the study.

5.2 Finding

Response which had been collected in questionnaire, interview, observation and textbook evaluation has been cross-checked one another to get real information. Classroom teachers had perception in the active learning as their awareness can be understood from their response in questionnaire or they had positive perception but when it was cross-checked with other information which had been collected in interview; their understanding was not enough in active learning as active learning facilitator. Teachers were using different strategies of active learning to teach language skills. But their practice was highly concerned with two skills (speaking and listening skills), their practice was unsatisfactory in other skills and areas. Challenges in students' side were absence of learners' attention and motivation, learners' background, economic level and absence of having experience to take part. Challenges in

teachers' side weren't well-trained in active learning pedagogy, and they weren't well-prepared for practice, in addition, they fail to facilitate and organize the classroom. Other challenges were shortage of textbook, reference books and tools, in textbook; the contents were highly related with grammar and some language skills (speaking and writing) but contents, input, illustration and activities weren't balanced in all language skills and areas, in addition the contents were designed and presented in general to specific.

5.3 Conclusion

Based on above discussion in the finding of this study about teachers' perception in active learning pedagogy, practice of strategies of active learning strategies and challenges of active learning implementation in EFL classroom the conclusion has been designed in the following three points.

- The perception of teachers in active learning made ineffective the implementation in the classroom. They had positive perception in the active learning but it was not enough as the active learning EFL classroom facilitator of instruction.
- Teachers were practicing the active learning strategies in ELT classroom; but their practice were highly focused on speaking and listening skills, and their practice was unsatisfactory in other skills and areas. So, they weren't practice active learning strategies in the classroom effectively.
- There were challenges which hinder the effectiveness of active learning implementation in EFL. In students' side were absence of learners' academic performance, experience and motivation and other. In teachers' side were lack of enough professional performance in active learning pedagogy, less preparation, absence of facilitating and organizing the classroom. In textbook; there were weaknesses in content, illustrations and activities imbalance in language skills and areas. Other challenges were shortage of textbook, reference books and instruments.

5.4 Recommendation

As the finding and conclusion had been discussed in the above section, important recommendations have been designed in the following points, with confident desire they could be important to improve the perception of teachers in active learning pedagogy, to develop the awareness of teachers to practice different strategies of active learning always and

to minimize the challenges which affected the implementation of active learning in EFL classroom.

- Classroom teachers should give the focus to apply active learning pedagogy in the EFL classroom, and they should be interested to have deep understanding in this method of teaching because the implementation can be successful in the classroom if they are interested to have enough knowledge and to apply it.
- Teachers should be well-prepared to facilitate learners in the classroom to guide them effectively, to give responsibilities to them and to make the critical thinker and active learners because only having awareness about learning is not enough to implement active learning if there is no interest to use it in the classroom.
- The education sectors should design different plans of training, experience sharing program with different senior teachers who have enough awareness in active learning to improve the perception of teachers in active learning because teachers weren't well-trained in active learning pedagogy and their awareness wasn't enough to apply active learning in EFL classroom.
- The schools need to fulfill necessary things (textbook, reference books and other essential instruments) for active learning implementation because there were shortage of textbook, absence of reference books and necessary instruments which help for successfulness of active learning.
- School administrators and education sectors' workers and leaders should have enough knowledge about active learning to follow-up and evaluate the strengths and weakness of teachers in active learning implementation. And they should design plan of supervision in the classroom when teachers apply it and give feedback automatically for classroom teachers.
- The MoE of the country should prepare the plan to revise the textbook by identifying the weakness of it to use in active learning classroom because there were different challenges which affected the effectiveness of active learning implementation in EFL classroom.

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APPENDIXES

Appendix 1

Questionnaire

Dear Teacher,

The main objective of this questionnaire will to assess the perceptions, practices and challenges in implementation active learning in EFL classroom in junior secondary school grade 7: in case of Dilla Zuria, Wonago Town Administration and Wonago Woreda Selected Primary Schools. Your response has great importance for effectiveness of this study so please try giving original information based on the following questions in four parts.

Thank you so much

Part 1 Personal Information

Direction 1: Please read the following items about your personal information carefully and write your response in the blank

- Name of school -----
- Sex -----
- Age -----
- Field: -----
- Experience -----

Part 2 Teacher's Perception in Active learning Pedagogy (Munie, 2017; 76-77)

Direction 2: please read the following items carefully and put a tick (v) mark in the following table which is accompanied with five options.

Keys: 5= strongly agree, 4=agree, 3= undecided, 2= disagree, 1= strongly disagree

No	Items	Response				
		5	4	3	2	1
1	Active learning method helps students to take responsibility of their learning than teacher-centered approach.					

2	Active learning pedagogy is Grammar is best taught in than teacher-centered approach.					
3	Active learning needs a lot of time to implement it in the EFL class.					
4	Involving learners to build different words using prefixes and suffixes in groups increases their word power.					
5	Getting students to do different activities before teachers' explanations/lectures facilitates learning.					
6	Active learning method especially story telling helps students to improve their listening skills.					
7	Active learning method doesn't help teachers to cover the contents of the text book on time.					
8	Active learning methods provide activities and opportunities to make students responsible for their learning.					
9	Active learning method adds work load on teachers.					
10	Active learning method can't be practical in large class.					
11	Engaging students in problem solving tasks helps students understand things better.					
12	In active learning methods, pair and group expose the students to alternative viewpoints.					
13	Active learning method doesn't provide opportunities for slow learners to practice in the teaching-learning process.					
14	Active learning methods don't allow students to accumulate as much knowledge as the teacher wants to share.					
15	Active learning method helps students to share their experiences and participate actively in their learning.					
16	Engaging students in group discussion to compare and contrast their answers on comprehension questions helps them to improve their reading skills.					
17	Active learning methods are useful because they provide					

	activities that require students to negotiate with each other about the issues.					
18	Active learning method especially role playing tasks help students to improve their speaking skills.					
19	Using different problem solving activities helps to promote students' thinking skills and deep understanding.					

Key- EFL= English as a Foreign Language

Part 3

Part-III Practice of Active learning Strategies (Teka, 2011; 60-61)

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

Key: 5=always 4=frequently 3=sometimes 2=rarely 1 =not at all

N o	How often do you use the following active learning strategies?	Response				
		5	4	3	2	1
1	Project work					
2	Problem solving method					
3	Role-playing					
4	Discussion					
5	Brain storming					
6	Debating					
7	Story telling					
8	Concept mapping					
9	Case study					
10	Ice breaker					
11	Jigsaw learning					

Appendix 2

Interview Questions

A. Perceptions

1. Is active learning method of instruction effective to teach grammar than teacher-centered? Why?
2. Is active learning consumes time to practice in the EFL classroom? Why
3. Is active learning suitable to ask brainstorming questions? How?
4. Is story telling active learning strategy suitable to teach listening skills? How?
5. Is active learning pedagogy creating opportunities to give responsibilities to learners in teaching and learning processes? How?
6. Is active learning pedagogy increase work load on the classroom teacher? How?
7. Is active learning pedagogy effective to implement in large class? Why?

B. Practice

1. What kinds of active learning methods do you use to teach the following skills? Explain your reasons:

A. Speaking skills

B. Listening skills

C. Reading skills

D. Writing skills

E. Vocabulary

F. Grammar

G. Pronunciations

H. Word formations

C. Challenge that hinder the effectiveness of active learning implementation

2. What are challenges that hinder the effectiveness of implementation of active learning which are related with:-

- A. Students
- B. Yourself
- C. Student's text book
- D. Classroom size and number students
- E. Other

Appendix 3

Observation Checklist

Challenges

No	Items	Response	
		Yes	No
1	Teacher has well-prepared to use active learning pedagogy		
2	Teacher facilitates learners in instruction		
3	Classroom is organized and arranged in suitable way to implement active learning.		
4	Classroom size is enough for a number students based on active learning classroom size.		
5	Classroom is built in safe environment to apply active learning in the classroom		
6	Learners are motivated to participate in teaching and learning processes.		
7	Learners have experience to take part in instruction		

Appendix 4

Textbook Analysis Checklist

For Research Question 3

No	Items	Response	
		Yes	no
1	There are enough instructional materials		
2	Textbook has designed based on a time of academic year.		
3	Objectives of each chapter/session have been discussed in clear way.		
4	Content has been presented in good manner for ALM		
5	There are appropriate weights, adequate, comprehensive and sufficient input of contents in the textbook.		
6	A textbook is sufficient and adequate in all language skills		
7	There are sufficient activities in the textbook to implement ALM		
8	It is suitable for Clarity of instructions in active learning pedagogy		
9	It is manageable in a given academic		
10	There are enough illustration to use in active learning classroom		
11	Integration of language skills and areas is better in the textbook		
12	Content organization and grading is designed in good manner		
13	It is suitable for authentic learning		
14	It is designed in appropriate of language use		
15	It gives opportunities for learner autonomy		
16	It has considered learner's diversity.		
17	It encourages interactive learning.		
18	It considers classroom modality and context.		