Exploring Teachers' Perceptions and Practices of Active Learning Method in ELT Classroom: The case of four High schools in West Guji Zone

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Abstract

The purpose of this study was to explore teachers' perceptions and practices of active learning method, to explore how often teachers' practice active learning strategy in their English classes and challenges teachers' faced while they implementing active learning strategies. The study utilized exploratory research design to elucidate credible data from the subjects. Mixed methods were employed to conduct the study. The study was conducted in some selected secondary schools in West Guji Zone and the data were collected from 80 students and 36 English language teachers from secondary schools in West Guji Zone. In the selection of sample population purposive and random sampling techniques were used. The instruments of data collection were questionnaire, interview and observation checklist. The data obtained through questionnaires were quantitatively analyzed and interpreted in light of percentages whereas the information obtained through interview and observation were qualitatively described to supplement the quantitative data. The results of this study revealed that teachers perceived active learning positively. In spite of their good perceptions, the level of active learning implementation was found to be sometimes. Among the factors affecting the implementation of active learning, teachers training, teachers' tendency to prefer traditional/lecture method, shortage of time, large class size, beliefs and interests of teachers and class condition were the major ones. Finally, the researcher would like to recommend that all the problems those teachers faced in their perceptions and practices of active learning should be considered by the subject teachers and West Guji Zone administrative body to implement effectively active learning method in ELT classroom.

Key words: 1. Exploring 2. Teachers' perceptions and practices 3. active learning 4. ELT 5. classroom.

Introduction

For many years, foreign language teaching and learning has been a complex and difficult practice for scholars in the field to come up with a best way to language teaching and learning (Stern, 1983). Effective teaching and learning require the use of different methodologies and strategies to meet the demands of the learners. The use of appropriate methodology implies meeting the demands of the current generation through new methodologies, and the changing events in their educational environments(Chance, 2005).

As modern method of teaching, active-learning approach has got worldwide acceptance and are being exercised in all parts of the world. Pollard (2008),indicates an example of problem based learning curricular or courses can be found in all parts of the world. More emphasis was given to active-learning method in the world because, learning is meaningful when it is relevant to students' lives, needs and interests and when the students themselves are actively engaged in preparing(Fink, 2002). Thus, as a part of the world Ethiopia cannot remain exceptional to implement this method.

Studies show that the best designed active-learning approach is more effective than traditional method of teacher-centered approach of teaching. For instance, Pollard (2008)asserted that students from learner-centered curricula are superior to their counter parts from traditional curricula with respect to their approach, perceptions of their education, long term retention of knowledge and motivation for learning. The learner-centered method is based on the fact that, students who are given freedom to explore areas based on personal interests, and who are accompanied in their striving solutions by a supportive understanding facilitator, not only achieve high academic results, but also experience and increase in personal values, such as flexibility, social skills and problem solving capacity (Starks, 2007).

Aggarwal (1996) asserted that the basic purpose of education is to enable the learners to adapt him/her in a society, where he/she has to solve the existing problems. Not only social life is full of problems but also there are problems and puzzling situations, which are normal feature of a child's everyday life in school as well. Therefore, it is very important that problem solving skills should be encouraged in school learning.

From the above argument, it can be realized that active-learning is an essential component that can bring individual's problem solving capacity to a reality. Active-learning is a broad strategy that includes such techniques as substituting active-learning exercises for lecture, holding students' learning responsibility for the materials that have not been explicitly discussed in class assigning open ended problems and problems requiring students' critical or creative thinking that cannot be solved by following text examples, involving students in stimulating and role plays (Leu, 2000).

Nunan (1991:11) states that the theoretical background that led to the growth of active-learning signifies a paradigmatic shift from the transmission model of teaching to a process oriented, participatory model, seeing learners as active agents in their learning and teachers as researchers of their work.

From the above argument supported by different scholars, it can be realized that active-learning is an essential element in education that has received a universal importance and it is a method of educating students that allow them to participate in class. It takes them beyond passive learners and makes them to take some direction and initiative of learning actively during the class.

Therefore, the focus on problem solving (active-learning) by the Education and Training Policy of the country is appropriate and timely (MOE, 2003). Hence, teachers as they are agents to achieve the general objectives of the new education and training policy, they have to exercise the approach being praised by the policy(Solomon, 2008). In this regard, schools are important places where educational objectives are to be achieved effectively and efficiently. The researcher has observed many problems that are hindering the proper implementation of active-learning methods in ELT classrooms. These problems could be related to applying the principles of active-learning methods. Therefore, the researcher motivated to conduct the research on exploration of teachers' perceptions and practices of active-learning to address the problem and recommend possible situations.

Objectives

The main purpose of this study was to explore teachers' perceptions and their actual teaching practices of active-learning in ELT classeswith particular focus to some selected High Schools of West Guji Zone. Under this broad objective, the following specific objectives were designed to:

- Explore the perceptions of English language teachers regarding to their practices of active learning method.
- Examine the extent to which teachers' perceptions influence their practices of active learning in English language teaching classroom.
- Identify the major challenges that affect English language teachers' perceptions and practices on the implementation of active-learning.

Research Questions

Inline to the above objectives, the following research questions were formulated:

1. How do English language teachers perceive active-learning method?
2. How often do teachers employ active-learning strategies in ELT classroom?

3. What are the factors that affect the implementation of active-learning in ELT classroom?

Research Methodology

Research Design

The purpose of the study was exploring teachers' perceptions and practices of active-learning method in ELT classroom. Thus, an exploratory research design was used. This is because exploratory research design is flexible enough to provide opportunity to consider different dimensions of problem under the study (Dornyei, 2007).

Target Population

The primary sources of the data were grade 10 teachers and students from four High Schools in west Guji Zone; namely Finca High school, BerisoDukele High school, BuleHora High school and Gerba High school. The total number of ELT teachers in the four schools was 36. All the teachers were participated in the study. The total number of grade ten students was 1560 in 2013/2021, totally 80 students were randomly selected. The area is convenient for the researcher to conduct the study, since he used the advantage of closeness to get cooperation from the school community.

Sampling Technique

All English language teachers were participated in the study. However, students from these schools with equal proportion (i.e. about 25%) of students from each school were selected. Out of the 36 ELT teachers' who filled the questionnaire, four teachers were randomly chosen for the observation and the interview, giving equal proportion for each school. Purposive sampling techniques were employed to select the participants of the study manageable.

Data Collection Tools

To collect the required data for this study, three types of instruments: questionnaire, classroom observation and interview were used. The reason for using such multiple data collection tools is to triangulate the data and to increase the credibility of the study.

Data Collection Procedure

Data collection was started with classroom observation. Then administering the questionnaire to both teachers and students participants of the study followed. After the classroom observation was finalized, the interview with selected participants was done. These procedures help to avoid the risk of sensitizing the participants to show behaviors different from the usual ones.

Method of Data Analysis

The data collected from the participants through questionnaire was analyzed descriptively in terms of the percentage and frequency. Inferential statistics was applied for quantitative data. The data from the classroom observation was also carefully recorded in to Yes/No category and rating scales as they happen in the actual ELT classroom. Then, the frequency distribution of the observed practices was summarized and interpreted together with the data obtained in the questionnaire.

Results

Discussion and Presentation of Data Gathered Through Questionnaire

(Table 4.1) Teachers' responses on perceptions of active-learning method

No.	Items	5		4		3		2		1		Total	
		f	%	f	%	f	%	f	%	f	%	f	%
1	Active-learning is helpful for students	4	11.1	32	88.9							36	100
2	I believe traditional lecture-method are the most valuable teaching method	2	5	10	27.8			24	66.7			36	100
3	Active-learning method help learners to take responsibility of their learning process more than teacher-centered approach			32	88.9					4	11.1	36	100
4	In active-learning my responsibility is to facilitate students' learning			23	63.9	2	5	10	27.8	1	2.8	36	100
5	My role in the classroom is to impart (demonstrate)			23	63.9			12	33.3	1	2.8	36	100

No	Statement	(5) f	%	(4) f	%	(3) f	%	(2) f	%	(1) f	%	Total f	%
	knowledge through activities such as explanation, writing and giving examples												
6	I have interest to actively engage students in group work in my English classes			6	16.7	3	8.3	27	75			36	100
7	I motivate students to actively participate in the teaching-learning process			7	19.4	2	5	2	5	25	69.4	36	100
8	I believe students learn more effectively if they work individually than in groups			33	91.7			3	8.3			36	100
9	I lack the time to provide students with constructive feedback on their work	1	2.8	32	88.9	2	5.5	1	2.8			36	100
10	There is no enough time for reflection in my classes	2	5.5	31	86.1	1	2.8	1	2.8	1	2.8	36	100

Key: (5)= Strongly agree, (4)= Agree, (3)= Undecided, (2)= Disagree, (1)= Strongly disagree

As the above table shows, in item 1 almost all of the respondents (88.9) agreed that active learning is helpful for the students and 4 respondents (11.1) reported their strong agreement that active learning help and improve students' language ability. This means to

generalize that most of them have the assumptions that active learning enhances students' level of understanding.

As to item 2, most of the respondents (66.7%) disagreed that traditional lecture method was not the most valuable teaching method in language teaching. Whereas, 27.7% of the respondents were agreed that traditional lecture method were the most valuable teaching method in language teaching. Similarly, question number 3, 11, 12 and 13 were designed to know whether active learning prepares students for active participation in their learning or not. As can be seen from the table 4.1, this issue is widely supported by most of the respondents. Especially, items 11 and 12, almost all (88.9%) of the respondents agreed that active-learning offers opportunities for their progress in English language lesson. The other 11.1% strongly disagreed with the issue. Item 13 (11.1%) of the respondents responded strongly agree that active learning makes students responsible for their own learning and majority of the respondents (72.2%) agree with the idea.

For item 4 and 5 on nearly the same concepts shown in the table, indicate that most of the respondents (63.9%) agreed that in active learning classroom the teachers' responsibility is to facilitate students' learning and demonstrate knowledge through activities such as explanation, writing and giving examples. On the other hand, (30.5%) of the respondents disagreed that in active learning method the teachers' responsibility is not only to facilitate students' learning but also to demonstrate knowledge through activities.

In responses to item 6,most of the respondents (75%) have no interest to engage their students actively in group work in English classes. Only 6 (16.7%) of them have interests to engage students group work activities in their English classrooms. According to Brophy (1974) a better understanding of teachers' belief system or conceptual base will significantly contribute to enhance educational effectiveness. As the study shows most of the teachers have no interest towards the application of active-learning method. Interview results also strengthen the idea. For item 7, most of the respondents (69.4%) disagreed that they do not motivate their students to participate actively. As clearly shown in the table, only seven respondents agree with the issue. This indicates that almost all teachers are not motivating their students to participate in teaching English in the classroom.

As presented in the same table, item 8 indicates about the teachers' beliefs that students learn more effectively if they work individually than in groups. As it can be seen from the result, almost all of the respondents (91.7%) agreed that students learn more effectively when they work in groups.

Items 9 and 10, state issues such as teachers' lack of time to provide students with constructive feedback on their work and lack of students' reflection. As the data gathered regarding these shown, almost the entire respondents (88%) agreed that lack of enough

time to provide students with constructive feedback and students' reflection limit them from using active-learning. As the data from the interview witnessed there was no enough time for reflection.

Based on the above results, it can be concluded that teachers have positively perceived active-learning method. They accepted as active-learning encourages students' participation. Perceptions play a great role to facilitate or hinder individual activity. According to Morgan et al. (1986) perceptions of an individual refers to the way any event in the world and world itself looks sounds, feels, tastes or smells to him. Hence, one can deduce that the groups of teachers have perceived active-learning positively. Teachers' positive perceptions of active-learning were strengthened and supplemented by the interview conducted with the teachers.

(Table 4.2). Teachers' Responses on classroom Practices of Active Learning Method

No	Items	5		4		3		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Discussion	28	77.8	1	2.8	6	16.7	1	2.8			36	100
2	Problem solving method	1	2.8	4	11.1	30	83.3					36	100
3	Lecturing					33	91.7	3	8.3			36	100
4	Peer Teaching			2	5.5	28	77.8	6	16.7			36	100
5	Cooperative learning			3	8.3	24	66.7	9	25			36	100
6	Group work			24	66.7	10	27.8	1	2.8	1	2.8	36	100
7	Question and answer	3	8.3	2	5.6	26	72.2	3	8.3	2	5.6	36	100
8	Demonstration			2	5.6	24	66.7	8	22.2	2	5.6	36	100
9	Debating					3	8.3	30	83.3	3	8.3	36	100
10	Pair works	2	5.6	2	5.6	26	72.2	4	11.1	2	5.6	36	100
11	Brain storming	4	11.1	30	83.3	2	5.6					36	100
12	Role play					5	13.9	28	77.8	3	8.3	36	100

As revealed in the table above, the majority of the teachers (77.8%) admitted that they always employed discussion which is very common active-learning strategies. According to Byrne (1987) discussion involves the exchange of ideas between students on a given titles from any or informally, in pair or in group that promotes students involvement. On the other hand, only (16.7%) of the teachers responded that they sometimes used discussion.

As indicated in table 4.2 above, almost all (83.3%) of the respondents responded that problem solving method is sometimes employed. Minority of teachers (11.1) responded that they employed this strategy in their classroom, frequently. On the other hand, among the common active-learning strategies presented in the above table was lecturing. It is reflected by almost all (91.7) of the teachers as it has been used sometimes and the rest (8.3%) of the teachers replied that lecture method is implemented rarely.

It is possible to understand from the table above that more than two-third (77.8%) of the respondents practice peer teaching sometimes in the classrooms. About (22.2%) of the teachers responded that they practice peer teaching rarely. Co-operative learning method is one of the most popular active-learning strategy which has been sometimes utilized by (66.7%) of the respondents and (25%) responded that they used rarely. This shows that co-operative learning method is utilized sometimes.

Another commonly used active-learning strategy is 'Group work'. The above table shows that majority (66.7%) of the teachers practice group work frequently, whereas, (27.8%) of the respondents practice group work sometimes. In the same way, pair work is sometimes employed by almost all (72.2%) of the teachers. Majority of the respondents (72.2%) replied that they use question and answer frequently and (22.2%) use sometimes. On the other hand, (66.7%) of the respondents replied that demonstration is implemented sometimes whereas (22.2%) replied that they employ demonstration rarely. The other active-learning strategy that the above table indicated was 'brain storming'. The greatest number of the respondents (83.3%) responded that the employ brain storming frequently and (11.1%) of the respondents implement it always.

From this analysis, it can be concluded that, only discussion is always employed. Group work and brain storming are implemented frequently. Lecture method, peer teaching, cooperative teaching, demonstration, problem solving, question and answer and pair work are employed sometimes. Debating and role play are rarely utilized active-learning strategies reported by the teacher. This implies that still the traditional teacher-centered method of instruction was given in teaching-learning process. Therefore, one can conclude that active-learning strategies were sometimes employed.

(Table 4.3). Teachers' Response on factors hindering the implementation of Active Learning method

No	Items	4		3		2		1		Total	
		F	%	F	%	F	%	F	%	F	%
1	Teachers' tendency to use traditional (lecture) method	29	80.6	4	11.1	3	8.3			36	100
2	Shortage of time to practice active learning in the classroom	31	86.1	5	13.9					36	100
3	Teachers' lack of interest in active learning	3	8.3	21	58.3	9	25	3	8.3	36	100
4	My ground knowledge on the method	26	72.2	7	19.4	2	5	1	2.8	36	100
5	I think that lack of instructional materials (teacher's guide) inhabits the implementation of active learning	3	8.3	28	77.8	5	13.9			36	100
6	Lack of teachers' follow-up during learners participation	26	72.2	7	19.4			1	2.8	36	100
7	Large class size	31	86.1	3	8.3	2	5.6			36	100
8	Students' lack of interest in active learning	26	72.2	8	22.2	2	5.6			36	100
9	The amount of content that needs to be covered prevents the use of active-learning in my classroom	12	33.3	20	58.9	2	5.6	2	5.6	36	100
10	Some students'	9	25	21	58.3	3	8.3	3	8.3	36	100

	dominance during group activities									
11	The design of the teaching textbook	3	8.3	20	58.3	11	30.5	2	5.6	36	100
12	I think that lack of administrative support (e.g. financial, facilitation) inhibits the implementation of active-learning in class	10	27.5	17	47.2	3	8.3	6	16.7	36	100

Keys: Most serious (4), Serious (3), Undecided (2), Not serious (1)

As can be seen from the table 4.3, for item 1, almost all (80.6%) of the teachers responded that teachers' tendency to use traditional (lecture) method in the classroom is the most serious problem in the implementation of active-learning method. Besides, in responses to item 2 and 7 (86.1%) of the respondents rated that shortage of time to practice active-learning strategies and large class size are the most serious problems that affect the implementation of active-learning.

On the other hand, in item 3, majority of the respondents (58.3%) replied as teachers' interest and perceptions are seriously affecting the implementation of active-learning. There has been convergence of available research data pertaining to the question of what factors contribute to teachers' effectiveness over decades some of the factors fall under the heading of characteristics (Anderson, 2004). And he further states teachers characteristics are related to and influence the way they practice their profession. In this light, most research reports suggest that teacher's beliefs related to their classroom practice. Therefore, teachers' lack of interest towards the method negatively affected the implementation of active-learning.

Another affecting factor stated in item 4, 6 and 8, majority (72.2%) of the respondents admitted that teachers' background knowledge on active-learning method and lack of teachers' follow up during learners participation in the classroom and students' lack of interest in active learning are among the most serious problem in the implementation of active-learning method. The other seven teachers for items 4 and 6 responded that teachers' background knowledge on the method and lack of teachers' follow-up during learners' participation in the classroom are seriously affecting foreign language teaching.

In item 5, the respondents were asked if lack of instructional materials hinder the implementation of active-learning. Hence, (77.8%) of the respondents rated the most serious that lack of instructional materials on the effectiveness of teaching and learning process is undeniable, but most of the time we can see when teachers reacted to the availability of teaching materials carelessly. The same situation we observed by the researcher while classroom observation takes place.

For items 9 and 11, as the data obtained through teachers' questionnaire shows, majority of teachers (58.3%) responded that the content of the textbook and its design has seriously its own impact on the implementation of active-learning method. Respondents explained that content is very vast and beyond the students ability. On the other hand, item 10 reveals that the dominance of some students during group work activities are rated seriously by majority (58.3%) of the respondents.

In item 12, (47.2%) of the teachers responded that lack of administrative support is seriously affected the practice of active-learning teaching process. According to the data gathered through interview shows, administrative support and continuous follow up from the school management is very important to practice the method.

As can be seen from table 4.3 above, factor that hinders the implementation of active-learning method are identified by the respondents. Large class size and shortage of time, teachers' tendency to use traditional method, lack of teachers' background knowledge and training on the method, teachers' and students' interest to implement the method are among the major factors that is rated by majority of the respondents.

(Table 4.4). Students Response on how often they practice on Active-Learning Strategies

No	Items	5		4		3		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Discussion			7	8.7	73	91.3					80	100
2	Problem solving method					15	18	62	77.5	3	3.5	80	100
3	Lecturing			71	88.8	8	10	1	1.2			80	100
4	Peer teaching					2	2.5	71	88.8	7	8.7	80	100
5	Cooperative-learning					61	76.3	15	18.8	3	3.5	80	100
6	Group work	6	7.5	67	83.8	7	8.7					80	100
7	Question and answer					3	3.7	66	82.5	11	13.8	80	100
8	Demonstration					5	6.2	61	76.3	14	17.5	80	100

No	Item	5	%	4	%	3	%	2	%	1	%	Total	%
9	Debating					7	8.7	2	2.5	71	88.8	80	100
10	Pair works	8	10	72	90							80	100
11	Brain storming					61	76.3	15	18.8	4	5	80	100
12	Role Play			15	18.8	5	6.2			60	75	80	100

Keys: (5)= Always, (4)= Frequently, (3)= Sometimes, (2)= Rarely, (1)= Not at all

As can be seen from the table 4.4 above, the students were asked how often they have seen their teachers used 'discussion' in the classroom. In response to the item, (8.7%) and (91.3%) of the respondents replied that their teacher used 'frequently' and 'sometimes' respectively in the classroom. As it was seen in teachers' response to the same item, they employed discussion method 'always'. But the students' response and the result of classroom observation shows that discussion method is employed sometimes.

As it can also be seen from the table above, majority (77.5%) of the respondents responded that problem solving method is practiced rarely by the teachers in the classroom and (18.8%) of the respondents rated some times. Problem solving based learning was driven from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self-development (Kane, 2004). But data gathered from teachers' questionnaire revealed that problem solving method is rarely used by the teachers.

Item 3 in table 4.4 above shows, the greatest number of students (88.8%) responded that their teachers used lecture method frequently. The remaining (11.2%) replied they participated sometimes. The result of the same question found in teachers' questionnaire shows that majority of the teachers implemented sometimes. Observation result also revealed that they tended to use lecture method sometimes.

As it is possible to understand from the table above, most of the respondents (83.8%) responded that peer-teaching, question and answer and demonstration are employed rarely. (16.2%) of the respondents replied that they do not participate in these active-learning strategies at all. Teachers were asked the same question for the matter of cross checking. The result of the same question raised for teachers' questionnaire shows that majority of them use rarely.

In the table 4.4 above, (90%) of the students replied that they enjoy group work frequently in their classroom and (10%) of them responded that they always participate in group work. Thompson (1996) suggests that with pair and group work, students can produce a greater amount of language output than they would produce in teacher-centered activities. The table above also indicates that almost all (88.8%) of the respondents witnessed that

they were not participated in debating at all. On the other hand, as it is seen from teachers' questionnaire debating was rarely employed by teachers (88.8%) in ELT classroom.

In responses to item 11, majority of the students (76.3%) responded that they sometimes engaged in brain storming. In teachers' responses, majority of the teachers practice always. But three-fourth of the students replied that it is implemented only sometimes. However, the interview conducted with the teachers revealed that 'brain storming' is used in the classroom sometimes.

Role play which is useful for motivating learners for understanding and preparing learners for real life situation is also not used by the majority of the respondents. Only (18.8%) of the respondents replied that they use role play method frequently and sometimes respectively. Whereas, (75%) of them replied that they do not use role at all.

As the result of table 4.4 above shows, lecture,pair work and group discussion are found to be the most frequently used active-learning strategies which had been participated by (88.8%), (92%) and (88.8%) of the respondents respectively. Students involved in discussion and cooperative-learning method sometimes in the classroom and they also involved in peer-teaching, debating, role play, demonstration, and problem solving rarely in their classroom.

(Table 4.5). Students Responses on factors hindering-Active Learning Strategies

No	Items	4		3		2		1		Total	
		F	%	F	%	F	%	F	%	F	%
1	Teachers' tendency to use traditional lecture (teacher centered) method	22	27.5	58	72.5					80	100
2	Shortage of time to practice actively in the classroom			51	63.8	26	32.5	3	3.7	80	100
3	Teachers' lack of interest in active learning method	74	92.5	4	5	2	2.5			80	100
4	Teachers beliefs and perceptions			13	16.3	63	78.7	4	5	80	100
5	Instructional teaching materials	53	66.2	18	22.5	1	1.3	2	2.5	80	100
6	Lack of teachers' follow up during learners participation	61	76.2	18	22.5	1	1.3			80	100

7	Lack of classroom space inhabits group work	50	62.5	21	26.3	9	11.2			80	100
8	Large class size	72	90	3	3.7	5	6.3			80	100

Keys: (4)= Most serious (3)= Serious (2)= Undecided (1)= Not serious

As revealed in the table above, majority of the respondents (72.5%) responded that tendency of teachers to use traditional lecture-method affects the implementation of active-learning method seriously. Whereas, (28.5%) of the respondents responded that tendency of teachers to use traditional lecture-method affects the implementation of active-learning in ELT classroom most seriously. Another affecting factors stated in items 2, 10, 11 are as majority (72.7%) of the respondents claimed that shortage of time to practice actively in the classroom, the amount of content that needs to be covered and some students' dominance during group activities are also the serious problems in the implementation of active-learning.

Besides, in items 3, 5, 6, 7 and 8 (77.5%) of the respondents rated teachers' lack of interest in implementing active-learning techniques, instructional teaching materials, lack of teachers' follow-up during learners' participation and lack of classroom space were among the most serious problem affecting factors to implement.

Furthermore, data gathered from teachers through closed-ended questionnaire indicate almost all (88.9%) of the respondents chosen teachers' tendency to use lecture method, shortage of time, lack of teachers' background knowledge and lack of training as the most serious to implement active-learning. It is also very difficult to apply active learning to large class size and in situation in line to this, majority of the respondents rated these issues as the most serious to implement active-learning. This was also witnessed during the classroom observation.

In general, quantitative data indicated that the implementation of active-learning strategies was seriously hindered by different factors in the schools. Moreover, data gathered through open ended questionnaire shows, the factors are selected because they were indicated by the respondents to be significantly affecting factors in the implementation of active-learning. Accordingly, class size, shortage of time to practice active-learning in the classroom and teachers' tendency to use traditional lecture-method are the most serious factors affecting teachers' implementation of active-learning strategies.

Presentation and Analysis of Data obtained through Observation

(Table 4.6). Instructional Activities

No	Item	Yes		No	
1	Instructional activities	F	%	F	%
1.1	The activities are more learner-oriented	**7**	87.5	1	12.5
1.2	The activities are more emphasis on group work and pair work	2	25	6	75
1.3	The activities focus on language as a medium of instruction	3	37.5	5	62.5
1.4	Do teachers' show concepts with the help of different instructional materials	6	75	2	25

As the evidences from classroom observation showed, the majority (87.5%) of the teachers were observed dominating the class with carrying out the lesson. These teachers were not observed moving around in the class to monitor the learners' discussion and encourage them in the discussion. In addition, classroom-observation results demonstrate that it was only two teachers that relatively observed gave very little time for students and talked much time. Others were not observed providing their learners with different activities that promote active-learning strategies. Thus, it was evident that even if this lesson seemed to provide active students participation, the classroom implementation almost all of the teachers are characterized by teacher-centered approach.

The observation result of table 4.6 above indicates that in the observed classes, there are no instructional materials. Moreover, the teachers use students' textbook. To sum up, utilization of instructional materials in the observed classes is found to be at a minimum stage. The above table also indicates that majority (2.5%) of the classroom were observed that instructional activities are not focused on active-learning method. Interview conducted with teachers shows that some of the teachers confirmed that applying all the instructional activities of active-learning in classroom is difficult.

On the other hand, (75%) of the teachers were not observed when they were encouraging and motivating their students become active-participants in group work activities. Moreover, as observed during classroom-observation, teachers' activities were poor in managing the class for active-learning implementation and (25%) of the observed teachers tried to manage their class to promote active-learning method.

Discussion and Research Findings

The major ideas or theme of the discussions are:

- Perception of teachers
- Teachers' practices of active-learning
- Factors affecting the implementation of active-learning

Teachers' Perception of Active-Learning Method

Based on the information gathered through the questionnaire and interview, almost all of the ELT teachers perceived active-learning positively. So this in turn will have good opportunity to exercise active-learning. However, the extent of perception varies between them. Data gathered through teachers' interview responses concerning their perceptions of active-learning shows that teachers seem to be aware of the importance of active-learning. Moreover, it was indicated that the teachers were assured that when they use active-learning, the students learn better and develop the ability to express their feelings confidently; they believe that active-learning plays an important role in developing self-confidence; and those teachers who develop negative feeling towards active-learning responded that active-learning adds more work and requires additional effort.

Implementation of Active-Learning Strategies

The results of the teachers responses for classroom-practices generally revealed that they implemented active-learning strategies 'sometimes'. This was consistent with the result of classroom-observation that (94%) of them are ineffective which shows that teachers seem to practice active-learning in their classrooms 'sometimes', which leads to the conclusion that the practices of active-learning are low. On the other hand, the practices of active-learning varied as indicated in analysis of the data. Accordingly, most teachers used lecture-method in their classrooms frequently which means it is a teacher-centered method. This result indicates that there exists a discrepancy between what teachers understand about active-learning method and what they really practiced.

Factors Affecting the Implementation of Active-Learning

The most common problems that hindered teachers from practicing active-learning were:

- Large class size and shortage of time.
- Lack of teachers' background knowledge and training on the method.
- Teachers' tendency to use traditional lecture-method.
- Teachers' commitment and interest are also another dominant factor in implementing active learning.

Conclusions

Based on the major findings of the study, the following conclusions are drawn.

- ✓ ELT teachers perceived the importance of active-learning positively. However, they were not observed in implementing active-learning strategies during classroom-observations.
- ✓ Active-learning is practiced sometimes in the ELT classrooms.
- ✓ The major problems not to practice active-learning were found to be large class size, shortage of time, classroom condition, lack of teachers' background knowledge, teachers' tendency to use traditional lecture-method and commitment.

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