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ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION**

DEPARTMENT OF FOREIGN LANGAUGES AND LITERATURE

**ASSESSING THE IMPLEMENTATION OF ACTIVE LEARNING
TECHNIQUES IN ENGLISH CLASSROOM: THE CASE OF
MESKEREM SECONDARY SCHOOL GRADE 11 IN FOCUS**

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ADDIS ABABA

July, 2024

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By Kebede Yichalewal

To Dr. Geremew Lemu

**A Thesis submitted to the Department of Foreign Languages and Literature in
Fulfillment of Master's Degree in English Language Teaching**

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Abbreviations and Acronyms

AL: Active learning

MOE: Ministry of Education

EFL: English as a Foreign Language

TESO: Teacher Education System Overhaul

PBL: Project Based Learning

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ABSTRACT

The objective of this study was to assess teachers' implementation of active learning techniques in English classes in Meskerem Secondary School. Descriptive research design was employed. Quantitative and qualitative research methods were used to conduct the study. Data were collected through classroom observation, questionnaire and interview. The findings of the study indicated that the teachers had good understanding about active learning techniques; however, during the classroom observation, the teachers were observed while employing only lecture and question and answer method frequently. They encountered challenges while implementing active learning techniques. The results showed that the challenges that hamper the implementation of active learning techniques in the teaching learning process were large class size, immobility of seats, time constraints, and students' unwillingness and lack of interest. The study also revealed that English teachers were accustomed to implement teacher-centered method of teaching because of the aforementioned challenges and lack of commitment. Thus, based on the findings it was recommended that teachers should be committed and give emphasis to effective ways of practicing active learning activities in English classes.

Key words: active learning. Teacher centers, discussion, pair works, learning techniques.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

How do students learn best? Each of them prefers certain stimuli to help them learn. Some of them depend more on their ears. Some of them rely more on their eyes, and so on. They are all different. They possess different learning styles. In order to help everyone learn, teachers must vary their approaches. Different research reports claim that students learn best when they engage with the learning material and actively participate in their learning (Mahmood et al., 2011). However, the traditional teaching paradigm has positioned students as passive receivers of ideas and knowledge that teachers impart (Fields et al., 2022).

According to Sanal (2017) in traditional language teaching and learning, teachers are regarded as sources of knowledge and information givers. This means teachers are active participants, whereas students are passive receivers. The model has placed an emphasis on the delivery of subject matter material and has rewarded students who are good at reflecting the learning content in examinations. Students that have strong reading and short-term memory skills typically end up with the goodies. At any age level, persons learn relatively little through passive learning techniques. However, to fulfil the unique demands of learners, successful teaching and learning necessitate the employment of a variety of approaches and strategies. For instance, active learning is an instructional approach in which students influence the content, activities, materials and pace of learning. This learning model places the student on the centre of the learning process. It provides students with an opportunity to interact each other. They can not only understand educational concepts presented by the teacher but also build social interaction skills that will be vital for their futures. Active learning just recently acquired popularity in a range of school settings, beginning in the early 1980s (Michael and Modell, 2003). In 1996, the primary emphasis of active learning strategies was on the importance of the individual for one's own learning, putting the students' own knowledge at the centre of instruction (Canady and Rettig, 1996).

The concept of "active learning" has been more intuitively understood than it has been described in language that is widely used. Many educators claim that all learning is active as a result. According to research, learners need to engage in more than just listening. They must engage in problem-solving activities, reading, writing, and discussion (Fayombo, 2012).

Moreover, Students build self-confidence and actively participate in the teaching and learning process when teaching and learning methodologies are focused on active learning (Sharma and Saarsar, 2018). Ndebele and Maphosa (2013), suggested that active learning should be used in EFL classes to help students improve their language abilities while also making them more engaged. Furthermore, learning is effective if students can retain what they have learnt. By improving students' language use, active learning practices improve students' retention. Students must also actively participate in high-order thinking activities including analysis, synthesis, and evaluation.

Therefore, active learning strategies are those that encourage students to participate in activities while also reflecting on what they are doing. In light of this, the researcher started a study titled "Assessing the Implementation of Active Learning Techniques in English Classes: The Case of Meskerem Secondary School Grade 11 in Focus." According to the school principals' report, from 2011–2014 E.C. academic year students' performance in English subject were too weak. This shows that research is needed to assess whether English teachers are implementing active learning techniques or not. Therefore, the researcher decided to conduct a study on the implementation of active learning.

1.2. Statement of the Problem

Traditionally, we think of the classroom as the place where teacher knows, and the students do not know and their reason for being there is to "find out". Despite a number of years, the students are exposed to English language; their level of performance in using the language is very low. This could be the result of employing inappropriate method of teaching in the part of the teachers. To this end, there were concerns following deficiency of learners in English language skills that attracted the attention of

stakeholders such as the MOE. In this regard, MOE (1994) attested that developing student-centered (active learning) a language classroom is an essential life skill and has recently gained an extraordinary attention over the past two decades in secondary schools and universities in Ethiopia. In spite of the widespread expressions of concern about active learners in EFL classrooms at secondary schools, observations, experiences and existing empirical studies have shown that most school teachers are neither implementing this approach nor helping students develop and play active roles to deal successfully with the subject matter.

There are numerous researches conducted in relation with active learning in Ethiopia. However, they focused on teaching English at higher institutions. For instance, Amenu (2019) states the old method of focusing on lecture, chalkboard, and textbook skill hinder most teachers not to utilize the new approaches as intended. A study conducted by (Negasa, 2006) on the status of AL in colleges in the Oromia area also provided that the implementation of the Active Learning Approach (AL) in teacher education is not satisfactory and differs from college to college.

Moreover, According to Michael and Modell (2003), active learning has recently acquired popularity in a range of school settings, beginning in the early 1980s. In 1996, the primary emphasis of active learning strategies was on the importance of the individual for one's own learning, putting the students' own knowledge at the centre of instruction (Canady and Rettig, 1996). Even more, Barkley and Major (2020), stated that "Teaching methodology should be the technique that may inspire the students to behave in ways that would increase the possibility of acquiring academic skills and information and help them to modify their attitude." Active learning is a collection of instructional strategies that make students do most of the work, use their brains, study ideas, solve problems and apply what they learn. It also promotes interaction, working collaboratively, etc. and these in turn promotes language learning. Learning is most effective when the learner is the initiator of the learning process. For this, as many scholars have suggested, active learning is important for the learners playing the initiative role.(Mahmood et al., 2011) for example, states, "All genuine learning is active, not passive". It is a process of discovery in which the student is the main agent, not the

teacher.” In short, Active learning is a learning process through discovery, analysis, evaluation, problem solving etc. to create new knowledge and understanding rather than transmitting of knowledge or repeating of information.

However, it may be doubt full whether or not teachers particularly in high schools implement active learning properly. They might lack the necessary knowledge, perception and attitude and skills to implement it. Even if they acquire the required knowledge and develop the appropriate skills to implement active learning approach, it may not be easy to change in to practice because most teachers in high schools (particularly at Meskerem secondary school) have been accustomed to teachers centered approach and it seems difficult to break away from it within a short period of time. In other words, teachers’ and even students’ preferences or dislikes might affect the choice of method, which is partly related to their personality, perception, philosophy and style of teaching and learning.

All the above views clearly disclose that there is a gap between what is inferred “theory” and what is being done “practically” in the implementation of active learning instructional approach. Thus, it seems imperative to assess the implementation of it in order to suggest a means to close otherwise minimize the gap. In other words, there is a need to undertake regular and systematic assessment of its effectiveness. This study thus, focused on assessing the implementation of active learning techniques in English classroom at Meskerem Secondary School Grade 11 students in focus.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of the study is to assess the implementation of active learning techniques in English classes at Meskerem Secondary School.

1.3.2. Specific objectives

The study has the following specific objectives:

- ✓ to assess whether English teachers are implementing active learning techniques or not.
- ✓ to identify English teachers' and students' attitude on the implementation of active learning techniques.
- ✓ to identify factors that might affect English teachers from implementing active learning techniques in the classroom.

1.3.3 Research Questions

According to the aforementioned goals, the study seeks to provide answers to the following research questions:

- ✓ To what extent are active learning strategies implemented by English teachers in the classroom?
- ✓ What is the attitude of English teachers about using active learning strategies in their classroom?
- ✓ What factors affect English teachers to implement active learning strategies?

1.4. Significance of the Study

This study aims at assessing the implementation of active learning in teaching English. Since the researcher is a teacher at the school where the study was conducted, he has the opportunity to see how teachers are utilizing active learning techniques. Basically, the researcher inspired to assess the implementation of active learning at Meskerem Secondary School in English classes with both teachers and students. The researcher focused on English subject because he believes that English is used both as a subject and a medium of instruction in Ethiopian high schools. To this end, the result of this study is believed to be useful in the following aspects.

- ✓ It could be useful to show EFL teachers minimize those factors that hinder the implementation of active learning at classroom level.
- ✓ It might be significant in giving positive feedback to the school on the status of teachers' implementation of active learning.
- ✓ This study could also be useful in inspiring other researchers who are interested in this area of study.

1.5. Scope of the Study

This study focuses on assessing the implementation of active learning strategies in English classes: the case of Meskerem Secondary School, Grade 11, in focus City government of Addis Ababa in the Arada Sub-City.

1.6. Limitation of the Study

While the study provides implications for teachers of Meskerem Secondary School, it is not free from limitation.

- ✓ Limitation was found on the number of participants of the study during the interview with the teachers.
- ✓ The number of teachers who availed themselves for interview was less.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter focuses on prior studies and researches conducted by other scholars. In so doing, relevant literature in this area of study is presented: which include the definition of active learning, the importance of active learning, the strategies of active learning, active learning in the Ethiopian education context, barriers to implement active learning and other similar issues of active learning strategies have been discussed.

2.2 What is Active Learning?

Different scholars define active learning in different ways. According to (Marlor *et al.*, 2020) active learning is an instructional method that requires students to do meaningful learning activities and think about what they are doing. (McKinney *et al.*, 2023) also explained active learning as follows: Active learning is defined as learning in which the child, by acting on objects and interacting with people, ideas, and events, constructs new understanding. He also stated that, active learning is a situation where students are active participants in their own learning rather than passive receivers of knowledge.

Active learning is everything students do in class other than simply sit still and listen to an instructor's presentation. This covers everything from brief writing assignments that require students to apply course material to a real-world situation or fresh challenge to listening exercises that aid in students' comprehension of what they hear. This means that when we engage students in activities that encourage discussion, clarification, and writing about course material, we not only promote improved retention but also develop their critical-thinking skills. As stated in the definition above, active learning emphasizes how students understand the universe of information in their own unique ways (Daouk *et al.*, 2016).

The constructivist notion of active learning contrasts with the mind-mapping theories of behaviorists. Constructivists will contend that the student places the learning experience

within the context of his or her own experiences and that the purpose of education is not to convey knowledge but rather to create situations in which students can interpret information for their own understanding. The purpose of I instruction is not to refute facts but to offer methods for putting information together. Learning occurs most successfully when students are engaged in real tasks that relate to a rich and meaningful context. The ability of pupils to use their information to support real-world thinking is consequently the ultimate test of learning. These educators think that attempting to teach concepts directly throughout the teaching-learning process is ineffective. As Teferi (2020) stated, "Active learning is a social activity that emphasizes the process of cooperating and the interchange of ideas, knowledge, skills, values, and attitudes." The emphasis on teaching now, as stated in the aforementioned sentence, is on teaching students how to study, how to acquire knowledge on their own, etc., rather than simply transmitting facts or information. Thus, active learning explicitly takes into account various learning preferences. As a result, many active learning techniques help students learn how to study in the most effective way possible. The teacher's position in the active learning approach is that of a facilitator, as opposed to the teacher-centered technique. She or he improves the participant's comprehension of the topic at hand and assists them in drawing connections between what they have already learned and what is being presented.

According to Kansanen (2009) "the teacher's function shifts from that of information delivery, the lone flute performer in front of a less-than-appreciative audience, to that of designer, tour guide, and symphony conductor." This suggests that rather than imparting the common information and abilities that society expects from them, those teachers serve as coaches or mentors, bridging the specific interests and understanding of their students (Rodgers and Scott, 2008).

Techniques that require students to engage in more than passive listening are referred to as active learning. In addition to learning new material, students are also processing and applying it. Any technique that involves students doing things while also having them think about what they are doing is considered active learning. According to (Molla, 2017), "active learning is the shift from passive transfer of information to active problem solving". From the above definition, one can understand what active learning generally

refers to: a method of instruction that involves the active engagement of students in the learning process. This requires more than the traditional taking of notes from a lecture session or the completion of an essay outside the formal timetabled sessions. The core elements of active learning are the student's activity, the student's engagement, the student's reflection, and the use of higher order academic skills such as analysis, synthesis, and evaluation. It has been noted as a crucial component in the formation of citizenship among students in the national framework for active learning for active citizenship. This is due to the fact that it is regarded as a flexible method that combines experiential learning in environments where there is social justice, equality with diversity, and participation. For the work to be consistent with these ideals, it must be community-based, learner-centered, and created through active and reflective learning (Daouk *et al.*, 2016).

The definitions given above suggest that active learning generally entails participating in an activity to address issues. Students must perform higher order thinking tasks like analysis and assessment if they want to be actively involved, which is the most critical. Promote research and study with a reliable source. (That is, a context that is plausible, significant, pertinent, intricate, and information-rich.)

2.3. Importance of Active Learning

Smith and Cardaciotto (2011) note the following benefits of students who are cooperatively taught. When learners apply active learning, they develop stronger critical thinking and problem-solving skills, and develop more positive attitudes towards the subject; they will have great motivation to learn and acquire better interpersonal and communication skills and higher self-esteem. In addition, (Newman, 2015) states, there are various reasons why active learning is important. In so doing, learners can: Communicate effectively about what they are doing and what they are learning. And they use facts and knowledge critically and connect it to the world they know. They can also use higher order thinking skills (analyzing, synthesizing, comparing and evaluating) and not just lower order skills (memorizing). And they use language in a meaningful and effective way to express ideas and share information.

2.4. Active Teaching Strategies and Learning Activities

Active learning refers to the level of academic student engagement in and out of the classroom. These teaching techniques are intended to make the students active participants in learning. Learning important health knowledge and skill is not unlike many new skills, be it a physical skill (e.g. Kicking a ball) a mental skill (e.g. decision making) or a social skill (e.g. communication). Many individuals learn best and become proficient in skills by practicing them rather than merely being a spectator to the skills such as listening to teachers talk about the skill, reading about the skill, or watching others perform the skill (Kabunga, 2022). The important points mentioned above are the terms teaching strategies and learning activities. Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. Learning activities refer to the teacher guided instructional tasks or assignments for students. These are student activities.

2.5. Active Learning in the Ethiopian Context

In case of Ethiopia, currently working education and training policy focuses on active learning. Previously the model of teaching and learning were rote learning. Now, it is shifted to active learning and the shift from a linear to an integrated curriculum (Geressu and Ababa, 2008). This change has brought a major paradigm shift in our thinking about education and the underlying ideas like active-learning approach, student-centered method, problem solving, student sensitive learning, the use of higher-order thinking skills etc. have been introduced this reform. In line with this idea, the reform also brought changes in the curriculum and teachers' profile. At present, the teacher education program is guided by the Teacher Education System Over-haul (TESO) document (MOE, 2003). This document states that in the teacher education program, passive learning has to be replaced by active learner-focused education. The documents encourage a teacher education system that develops and inculcate higher-order thinking skills also, strongly criticizes the previous teacher education system, which was traditional. Hence; the intention of the new teacher education program is to prepare teachers who can confidently teach using active learning approach and the development of problem-solving skills through a learner-centered approach. In this assumption, teachers must be able to

use a range of teaching strategies including active learning; interactive teaching and independent study and select strategies according to student's needs.

2.6. The Difference between Teacher and Student Centre Teaching Method

When deciding how to educate, teachers always strive for a strategy that will allow all of their students to benefit from the learning process (Chamot, 2004). They also want the environment in the classroom to be calm and organized. The conflict between teacher-centered and student-centered education has therefore been at the forefront of education thought for a number of years. There are benefits and drawbacks to any educational strategy, despite the fact that many individuals are certain about which is the greatest. Each strategy's description and some advantages and disadvantages are given below (Al-Zu'be, 2013).

2.6.1 Teacher-centred Education

Students who receive instruction that is teacher-centered concentrate solely on the instructor. He or she speaks, and the students just pay attention. Students' isolation and lack of collaboration suffer throughout activities (Otukile-Mongwaketse, 2018). Because students are given direction and the teacher maintains complete control over the classroom and its activities when education is teacher-centered, the classroom remains passive. This is because students are not given the opportunity to develop their independence and decision-making skills on their own. The teacher controls every aspect of the lesson; there is never a concern that a crucial concept will be missed by the students. Due to this, when students work independently, they may find it more difficult to communicate with others and learn how to operate in teams. Students may become disinterested in teacher-centered instruction. They may ponder and overlook crucial information. As a result, this strategy denies students the opportunity to voice their ideas, pose questions, and take charge of their own education.

2.6.2 Student-centred Instruction

Active learning where students are active participants in their own learning rather than passive receivers of knowledge and where students engage in some activity that forces them to think about and comment on the information presented. The focus of active-

learning is on generating knowledge through a process of inquiry, observation, analysis and problem solving (Baeten *et al.*, 2013). Active learning is defined as learning in which the student, by acting on objects and interacting with people, ideas, and events, constructs a new understanding and also refers to techniques where students do more than simply listen to a lecture, Students are doing something including discovering, processing, and applying information.

Both students and teachers share attention in a classroom that uses student-centered learning strategies. Students and teachers interact equally, rather than just listening to the teacher. Students who work in groups will be encouraged to learn how to assist, cooperate, and communicate with one another. They might also benefit from the following things:

- Through group projects, students develop crucial communication and teamwork skills.
- They also learn to take charge of their classroom learning by autonomously asking questions and assessing tasks.
- When learning activities allow for group interaction and active participation, students are more engaged.

As Krahenbuhl, K.S., 2016, stated the following difficulties may arise for student-centered learning instruction in contrast to the benefits described above:

- Since students are conversing, classrooms are frequently crowded, chaotic, and raucous.
- Unless teachers make an effort to oversee each student's activity individually, it can be challenging.
- Students are working on various stages of the same project.
- Since every student receives instruction from the teacher, the majority of crucial information may be forgotten. Group work might be rather challenging because some professors prefer to work alone.

According to Vella (2021), many teachers have shifted to a student-centered approach in recent years due to the aforementioned advantages. Some pupils, though, insist that a teacher-centered approach to education is the more successful one. Most of the time, it is ideal for teachers to combine several strategies to make sure that all students' needs are met. Students can benefit from the excellent aspects of both styles of instruction when both approaches are applied concurrently. Students can profit from a well-balanced educational environment instead of growing bored with teacher-centered education or forgetting their objectives in a classroom that is completely student-center.

When students engage in an activity that pushes them to reflect on and make comments on the material offered, they are engaging in active learning, where they are active participants in their own learning rather than passive recipients of knowledge. Inquiry, observation, analysis, and problem-solving are the main components of active learning, which aims to produce knowledge. According to Ragus (2020), "active learning" is defined as learning in which the student constructs a new understanding by acting on objects and interacting with people, ideas, and events. It also refers to teaching methods where students engage in activities other than passively listening to lectures, such as learning, processing, and applying information.

2.7. Principles of Active Learning

Sinnayah et al. (2019) formulated seven principles for good practice of active learning in undergraduate education: (1) Encourage contacts between students and teachers (2) Develop reciprocity and cooperation among students (3) Use active learning techniques (4) Give prompt feedback (5) Emphasize time on task (6) Communicate high expectations and (7) Respect diverse talents and ways of learning

Learning is a process that involves active participation from the student both within and outside of the classroom. According to Wray and Houghton (2019), "when learning is active, students undertake most of the work's tasks, utilize their minds to analyze concepts, solve problems, and apply what they have learned in their daily lives." A learner-centered perspective on teaching can increase students' enthusiasm to study and is crucial to their actual learning. To provide the best learning environment for everyone

involved and for all levels of the system, learning-centered education is essential in this situation. As Ginsburg and Megahed (2021) stated, when instruction is structured to meet the needs of the students, it gives them the chance to learn primarily in language classrooms, and many activities should be completed by the students. Additionally, according to Abebe *et al.* (2012)), learning is most meaningful when topics are pertinent to students' lives, needs, and interests and when they are actively involved in their learning.

2.8. The Role of Teachers in Implementing Active Learning

According to Rotgans *et al.* (2011), traditionally, our best teachers acquired how and what to teach from their own educators. The method or process by which learning takes place is an essential component of every educational experience. This phrase implies that teachers generally embrace the teacher-centered teaching practices of their previous teachers. They sit and listen to their professors. They must, on the whole, respect authority. They are rarely required to make observations, define concepts, or engage in any other intellectual work other than reiterating whether something someone else says is true or not. Furthermore, even if this is not one of the teachers' declared objectives, we learn something in teacher-centered education. For example, it is desirable to accept ideas passively rather than aggressively criticize them; students cannot and should not be participating in the learning process. As a result, a paradigm change is necessary. According to Rodrigues Losada (2012), "teachers will need to attend to their own conceptual shift at least as much as they attend to the process in their pupils" in order to change towards a constructive approach (active learning) to teaching. This means that teachers must help students' build strong thinking skills if our schools are to provide students with experiences that ignite their fear, grow their capacities as learners, and enable them to think for themselves. Strong thinkers initiate discussions and solve problems.

Thus, the most crucial job of teachers in active learning is to encourage students to become powerful in acquiring the abilities and skills required to take control of their own learning pathways (Telore and Damtew, 2023). In order to motivate students to learn using new methods that are not as natural to them, they need opportunities to demonstrate

their skills and study in ways that work for them (Ntshuntshe-Matshaya, 2021). The aforementioned remark prompts us to draw the conclusion that a teacher's main responsibility is to serve as a facilitator of the learning process rather than a manager of curriculum. Learning is a creative process that students must mindfully engage in; lectures to fill intellectual vessels are no longer sufficient for the goal (Remler, 2002). To help pupils individually and collectively construct knowledge, rather incremental learning that occurs in an activity environment is needed. In conclusion, one of the fundamental requirements for a good teacher is the use of successful tactics. So, responsible teaching involves giving students more ownership of their education. Taking full responsibility for the process and results while orchestrating productive activities is what it means to teach responsibly.

2.9. Teaching and Learning in an active Classroom

In a learning space, students have a right to learn in an atmosphere free from fear. Often teaching and learning are linked logically in the educator's mind. The two processes are not linearly linked. Good teaching does not automatically lead to good learning. This is evidenced by the fact of disinterested, disengaged children in classrooms (Chen et al., 2017).

- No direct transferences are possible. Learning is a process and builds on prior knowledge and learning experiences. The sensible curriculum must start with the student– student engagement with the content is the crucial first step.
- The teacher is a facilitator in the process who will widen, deepen and contextualize the learning.
- The classroom is a microcosm of the world. The learner must find opportunities to participate in constructing knowledge. For this process to be effective it must have relevance not only in the classroom but also in the larger world.
- A student-centered classroom shifts the emphasis from teaching to learning.

2.10. Major types of Learners- Centered Instructional Techniques

Cooperative learning is sometimes defined as "students working in pairs or small groups to achieve common learning goals" (Nelson and Crow, 2014). Co-labouring with others is one of the three main characteristics of cooperative learning, along with purposeful.

structure (instructors plan intentional learning activities for students in advance), interdependence (all participants in the group actively engage interdependently to achieve the learning objectives), and meaningful learning (students have a deeper understanding of the subject matter as a result of their participation in the aforementioned structured learning activity) (Drake and Battaglia, 2014). The following are the major categories of learner-centered teaching strategy.

2.10.1 The Problem-Solving Method

In a problem-solving lesson, the teacher and students work together to find an explanation or solution in a deliberate, planned, and purposeful manner. An issue arises when a perceived barrier to performance is actually realized. It can only be a cerebral challenge, or it might be physical and need data processing. It is acknowledged by the person as a challenge. He can pique the interest of many students in the class by presenting a variety of challenges each time and allowing the class to discuss and add to them. When a student is upset, they want an explanation (Aggarwal and Chugh, 2003). As a result, the learner can define the problem through several steps and processes. The focus of the problem-solving learning technique is on tasks that are applicable and practical to the learner's daily life. Problem-based learning was defined by (May et al., 2009) as follows: "The learner is an active, reactive individual with the will and ability to seek knowledge and self-development. The approach to solving problems is not one specific strategy but rather a broad one that includes a variety of techniques. Producing or filling a perceived problem gap is the process of problem fixing. In general, content-related problems are given to students in problem-based learning. Students are presented with an issue, acquire information, arrange it, and attempt to explain it. They then examine the approach they took to solve the problem before drawing a conclusion (May et al., 2009).

2.10.2 The project Method

A project is a real-world learning exercise in which students research and solve problems in groups or alone (Koufogiannakis and Wiebe, 2006). Project-based learning is a classroom activity paradigm that stresses long-term, cross-disciplinary, student-centered learning activities that are connected with real-world concerns and practices rather than the traditional classroom practice of quick, isolated, teacher-centered lessons.

According to the remark above, one immediate benefit of implementing PBL is that it can excite students by immersing them in their own education. PBL allows students to explore their own interests and ideas, as well as choose how they will solve problems. In education, the project-based learning method is similar to "do it yourself" learning for students. It encourages students to organize and conduct inquiries into real-world events in their immediate surroundings. Project-based learning, according to the aforementioned statement, makes learning relevant and meaningful to students by establishing a connection to life outside of the classroom, addressing real-world concerns, and developing real-world skills. The ability to engage with others, make strategic decisions, take initiative, and overcome complex difficulties are just a few of the skills that can be taught through project-based learning and are in high demand by companies today.

Finally, project-based learning promotes and fosters collaboration among students as well as between students and other members of the community. It discusses current issues that are relevant to the students' lives or communities. Other teachers, parents, mentors, and members of the business community who are interested in the student's education may be given access to the students' work, which includes documentation of the learning process and the final output.

2.10.3. Inquiry Learning

In an inquiry-based learning environment, students actively seek for information, gather it, analyze it, and develop conclusions. When faced with an issue, a person will engage in inquiry or reflective contemplation. The learning process, in which students discover new information through an enquiry, is extensively emphasized in the inquiry-based learning approach. The emphasis of the activity is on the students, and the most prevalent formats

are activities that require students to answer orally and in writing to non-mathematical problems. The primary purpose of inquiry-based instruction is not to transfer accumulated cultural knowledge and wisdom. According to (Oljira, 2005), five steps of investigation are as follows:

1. Suggestion: Possible topics

- A. An educated or well-informed forecast of the outcome is referred to as a "hypothesis."
- B. Exploratory discussion is intellectualization.
- C. Reasoning: Using data to form an opinion or judgment
- D. Theoretical validation

To sum up, the learning process is given a lot of attention by the inquiry approach. Teachers can both teach their students through investigations and pique their attention by posing structure-related queries and tasks.

2.10.4 Role Play Technique

Role-playing emphasizes identifying workable solutions to problems. A problem is acknowledged, dealt with, and discussed. According to Adam (2016), the role-playing process gives students the possibility to:

- Explore their feelings.
- Understand their mind set.
- Improve problem-solving skills.

Role-playing in a classroom is the intentional acting out of social roles. Students get the opportunity to interact with and evaluate the specific issue being looked at. It is a thorough observation activity that allows the full use of initiative, cognitive control, and competence. According to Tibebu (2017), role-playing is useful and enjoyable for learning about people, locations, events, and time. This strategy also enables kids to see the world from many perspectives. In general, it is based on the notion that education should be customized to the real world as opposed to being merely studied from books.

Students can freely express themselves while participating in this enjoyable and creative activity.

2.10.5 Discovery Learning

According to the principle of discovery learning, pupils are more likely to retain concepts they find on their own. Students investigate and manipulate materials, debate problems and controversies, and do experiments to engage with their surroundings (Krisnawati, 2015). Structured experiences and prerequisite knowledge, teachers have discovered, are critical components in the efficiency of discovery learning. According to the proponents of this concept "in discovery learning, the learner selects the content to be taught, the method by which the content is learnt, as well as the time for learning equips learners with knowledge they use to construct." Jung (2019) asserts that there is no single strategy that simplifies discovery. Through case studies and small group discussions, students can freely explore the subject matter in a variety of ways. Some of these methods are examples of the discovery method.

2.10.6 The Discussion Method

There isn't just one approach for making discovery easier (Banda, 2015). There are various approaches for allowing students to freely study the information, such as case studies and small group discussions. Some of these examples demonstrate how to use the discovery technique. For example, it appears that discussion builds stronger thinking and understanding skills in students than lectures, which are more likely to lead to a shift in attitude. The argument process involves the stages of defining, executing, amending, clarifying, and refining one's notion. Students can utilize this to construct thoughts that have a high personal worth. Concepts are more likely to be kept by students when they are produced in this manner as opposed to employing only static tactics. According to Clark (2010), discourse is also more effective at shaping attitudes, ideas, and appreciation. It is beneficial for instilling in children's social attitudes, communication skills, and a feeling of community. Conversation is "the flow of words that takes place between the members of the group and its leader as they seek to define their problem or find a solution to it." As a result, the goal of discourse is to thoroughly evaluate the information in order to gain a

comprehensive grasp of the subject. According to the preceding statement, the primary importance of debate is the opportunity it provides students to apply theory, analyse their own points of view, construct concepts and guiding principles, and respond directly to peer criticism. Dialogue is an excellent technique to develop critical thinking skills.

2.10.7 Group Work

Collaborative teaching and learning approaches often include group activities. One of the best methods to encourage active learning is to assign the students' work to groups. It can take many different forms, such as student pairs working together, groups of up to 10 students, or students working separately and assembling in groups to compare and debate their groups' results. If necessary, groups can be formed for any gender, interest, or ability (Kyriacou and Coulthard, 2000).

2.10.8 Brain Storming

Due to the fact that this is when the students generate the most ideas on the subject, it may be a great way to start a lesson on any subject. It can be done in a variety of ways, such as in pairs, as a class, with the teacher (or a student) writing the thoughts on the board or chart paper, in groups recording their ideas on chart paper, or as an individual student or group exercise. It works as a great refresher exercise as well as a practical way to assess what knowledge students already have in a certain area (Seifu, 2018).

2.10.9 Peer-Teaching

Peer teaching is an interactive, democratic teaching approach that draws on the experiences of the students themselves and encourages in-depth learning. On occasion, it involves using students who have professional credentials because of their strong educational backgrounds in a particular sector. It is a good strategy to employ in teacher training programs as well. Large class sizes may be addressed, and teacher educators' time may be freed up to pursue independent research or develop resource-based learning resources (Topping et al., 2017).

2.10.10 Demonstration

A demonstration activity is when an instructor performs a skill in front of the class. Demonstrations are carried out to instruct the students on how to perform something using both words and actions. When showing, a teacher should go over each step in detail. Written instructions posted on the board or on chart paper are often helpful (Capel and Whitehead, 2015).

2.10.11 Debating

A debate is a planned discussion on a hot-button issue. The two groups that make up the class serve as representatives for the "for" and "against" sides of the argument. Each side has a leader and supporters. A chairperson oversees the discussion and keeps it on track. Each side presents a coherent, understandable, and well-reasoned argument in support of their claim. The chair or chairing committee then selects the winner. This is decided based on who has made the strongest, most logical arguments and best refuted the allegations made by the other side (Koorts, 2005).

2.10.12. Think-Pair-Share

This easy asking strategy, like Random Reporter, keeps each student participating in class discussions and allows every student to give an answer to every question. It removes the anxiety of class discussion by letting students to carefully consider their replies and discuss them with a partner before being called on to respond. This can assist nervous students put the emphasis back on learning rather than just getting through the class (Lyman et al., 2023).

To use Think-Pair-Share, simply follow these steps:

- ✓ Ask the question.
- ✓ Allow all students a few seconds to think about an answer.
- ✓ Allow students a few seconds to debate their response with someone else.
- ✓ Finally, have the students work in groups or select a few students to share their answers with the class.

2.11. Factors Affecting the Implementation of Active Learning

2.11.1 Human Factors

2.11.1.1. The Attitude of the Teachers towards Active Learning

How a teacher views active learning is significantly influenced by the epistemology to which they adhere. This is meant to imply that educators who follow a positivist epistemology have a strong presumption that they are the only experts and have the most knowledge. Teaching is given more importance than learning. In actuality, teachers see their pupils as empty, needing-to-be-filled vessels (Kilgour et al., 2016). Many teachers have a tendency to stick with teacher-centred methods of instruction because they believe these are more comfortable and centred than learner-centred approaches. Many fear that a teacher's power, reputation, and position may collapse if teaching and learning functions that were a teacher's responsibility are shifted to students and the group. A teacher who teaches knowledge is regarded more highly by society than a teacher who simply facilitates learning. On the other hand, some educators adhere to a constructivist epistemology and think that knowledge develops as a result of interactions between the environment and the learner. This relationship leads to interpretation and understanding rather than just recollection. Students ought to take an active role in their education as a result. Given this, constructivist educators have a positive perspective on active learning, while positivist educators have a negative one. According to Fakhruddin and Nurhidayat (2020), there is a strong relationship between teachers' attitudes toward and efforts to implement active learning and student accomplishment. Therefore, the implementation of active learning may be significantly influenced by teachers' attitudes about it.

2.11.1.2. Students' Attitude towards the Implementation of Active Learning Technique

On the other hand, students' understanding of active learning's implementation and what is expected of them has a significant impact. The student experience is significant because it transforms rather than merely passively accumulating knowledge (Muluaem, M. 2013). They note that unless students consider the significance of the concepts in their own lives and choose to act, know, and believe in novel ways, they are likely to adopt a

passive familiarity with the knowledge structure of the lecturers. According to the statement above, passive student learning hasn't altered anything because it hasn't been transformative and has only, at most, resulted in some kind of claim of knowledge. It is reasonable to assume that the active learning approach seeks to liberate students from the outmoded idea that has dominated instructional approaches over the previous century. Students' lack of interest in active learning methodologies was reported by teachers in different studies conducted in Ethiopian Universities (Semma, 2020).

2.11.1.3. Principals' Attitude towards Active Learning

Active learning must be adopted in order for the administration, the principle, the head department, and others to understand that it lays the groundwork for lifetime learning. Active learning should be encouraged throughout the entire school. This can require investing in conventional tools or purchasing sets of books for use by small groups. From the aforementioned remark, it is clear that school principals can be regarded as major figures in the school since they are responsible for overseeing all activities that take place there. The school principal is often in charge of both the academic and administrative aspects of the institution. Furthermore, Mengistie (2014), referenced in Teferi (2020) came to the conclusion that we need strong school administrators for any reform to be successful. Teachers are expected to get the required guidance and on-going professional support from school administrators. Teachers may only fully support reforms if they are aware of the need for them and are confident in the assistance they will receive.

2.11.2. Non-Human Factors

2.11.2.1 Class Size

Different experiments and group projects should not be offered to large groups of students in a packed classroom. In their survey study, Huang et al. (2008) stated that "schools in many parts of Africa are composed of enormous numbers of students. It is challenging to give each student the attention they need and to meet their individual needs in order for them to participate fully in the learning process. Because of this, teachers try to maintain control when instructing all of their students at once. What can be concluded from this is that the ideal student enrolment for active learning should be

achieved. The number of students in a class is large so it is difficult to evaluate, manage and implement active learning as a whole. He mentioned the reason as shortage of time, lack of willingness, and lack of access (Asrat, 2014).

2.11.2.2. The Physical Environment

Many schools agreed that the physical environment, including classroom layout, furniture placement, and appearance, would significantly help foster active learning strategies. Establishing a positive expectation for a session is aided by a tidy, well-kept classroom with the proper materials available, electricity, running water, and good ventilation (Weinstein, 1979).

2.11.2.3. Organization of Curriculum Materials

The organization of curriculum materials, such as textbooks, teachers' guides, and other resources, has a considerable impact on how active learning is taught. The majority of the given curricular resources are crammed with data or substance, and there are actually very few activities and objectives. Regarding the aforementioned notion, Ruys et al. (2012) noted, "Teachers will frequently skip these exercises and move on to the next unit because they are under pressure to finish the book in order to cover or present all of the information included in the book." According to the aforementioned remark, doing so drastically limits learners' ability to be creative on their own, making active learning difficult to use.

2.11.2.4. The Use and Availability of Instructional Materials

According to Sephania et al. (2017) the significance of instructional materials in the teaching-learning process is significant and includes things like:

- ✓ Improving the balance between concrete and abstract learning experiences.
- ✓ Assisting pupils in integrating past experiences both concrete and abstract with the present
- ✓ Ensuring greater retention of the learned material.
- ✓ Encouraging the kids to focus on the lesson.

Providing the opportunity to learn through active involvement and swift use of all senses is helpful, but despite these benefits, the instructor must work hard to employ

instructional tools, and there aren't many of them available. The bulk of schools either lack laboratory equipment, chemicals, audio-visual aids, and other functioning instruments, or employ them incorrectly. This has a greater impact on the use of active learning. In keeping with the preceding assertion According to Ghazal et al. (2018), learning effectiveness "lies not in reading and hearing but in action, performance, and experience with various instructional materials." Furthermore, expression must have an impact, and the only effective method to master the necessary abilities is through practice. To summarize, implementing new reforms, such as educational reform, is difficult and time-consuming. The instructor and administrative staff must work tirelessly on this.

2.12. Criticism and Response of Active Learning

To put it briefly, proponents of the traditional behavioral approach to education contend that constructivism (active learning) downplays the significance of the curriculum and that teaching in an active learning (constructivist) style is incredibly complex, time-consuming, and challenging (Chiang et al., 2021).

According to Buenestado Caballero (2016), the first criticism of active learning, if the students are not engaged in the subject, it is not begun or finished. In the classroom, teachers used challenging material, and everything went well. Concerns mostly center on what is taught and how it is taught. Many students initially do not find much of the schoolwork meaningful. The teachers' challenge is not to assist students in finding relevance in these themes, and this function is employed in introducing curriculum; instead, they assist in making the curriculum relevant for their students by posing significant questions.

The second criticism of constructivist teaching, which supports active learning, is that it takes a long time and prevents curriculum coverage. Any in-depth approach to themes and concepts will obstruct coverage if students are expected to read a textbook and memorize an infinite number of discrete facts in order to properly answer multiple-choice questions on exams. The constructivist paradigm, on the other hand, is unconcerned with coverage if it just means recognizing significant ideas and themes. Spending time on the

limitations of one's comprehension benefits students because it usually piques their interest in the subject. The majority of key articles on educational reform call for better conceptual comprehension. What is the most effective strategy to accomplish this? Understanding that little is more, enabling children to develop their own meaning, acknowledging the conceptual understanding they already have, and valuing what they already know rather than mourning what they don't know are all approaches to assist students in learning. The third objection focuses on complexity. Active learning (constructivist teaching) is difficult to implement. However, any work for which a person lacks ability and disposition is difficult to execute. When people have the required qualities or dispositions, they can be happy, energized, and successful in their jobs. What qualifications are required for a constructivist educator? To engage in active learning, one must have bargaining skills, insight into human behaviour, sensitivity to human emotion, integrated subject knowledge, self-confidence, the ability to handle risk, and the ability to say, "I don't know," "Let's find out," and "What do you think?" Students must have a natural belief in their abilities in order to ask insightful questions and deliver intelligent responses. It forces teachers to prioritize excessive adherence to sequential courses over their pupils' skills and interests. Allowing kids to find their own solutions necessitates a willingness to withhold one's own ideas. Furthermore, so that pupils can thoroughly research major topics in their own surroundings that they may wish to investigate (Chiang *et al.*, 2021).

2.13. Empirical Studies with Regard to AL

Numerous local studies have been conducted on the application of active learning in the Ethiopian environment.. According to a study conducted the same year by (Negasa, 2006) on the status of AL in colleges in the Oromia region, the implementation of the Active Learning Approach (AL) in teacher education differs from college to college. (Getachew, 2020) explored AL in his study, which was a case study of the elements impacting the adoption of active learning in Shimels Habte Secondary School. According to the study, the main barriers affecting the adoption of active learning in primary schools include a shortage of instructional materials, a lack of experience in choosing different approaches, and a lack of awareness of active learning.

At Dilla University, (Ahmed, 2011) conducted a study on AL perceptions and practices. He investigated the knowledge and expertise of the teachers and students regarding active learning. According to him, active learning was seen favorably by both teachers and students. Many educators still harbor certain apprehensions about implementing AL as a teaching strategy, though. Due to their use of the conventional technique in their classes, they were unable to implement AL. The standard classroom practices used were probably difficult for the students to adopt because they had them participate in teacher-led activities rather than choosing an alternative learner-centered approach. Thus, none of the aforementioned research attempted to evaluate teachers' AL-related teaching methods, which must be taken into account in language classrooms. It is not sufficient to discuss the strategies used by schools and teachers to implement AL by examining simply the perceptions and awareness of teachers and students in a classroom setting based on the idea of AL principles.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Design of the Study

In this study, descriptive survey research design which applies quantitative and qualitative methods of data collection (mixed approach) was employed because it is applicable to obtain information about teachers' and students' perceptions and implementation of active learning in English classes. The main characteristics of descriptive survey enable the researchers to come up with what has happened or what is happening. And rationally why mixed approach was employed is that it enabled the researcher to see the issue under the study both from qualitative and quantitative perspective. And the nature of the problem and the research objectives invited the researcher to use this research method.

3.2. Samples and Sampling Techniques

It is understood that, including all the population that the research concerns in the study is very difficult to analyze and interpret the data. Therefore, samples and sampling methods were crucial components of the study. Both teachers and students participated in this study. The researcher employed random sampling to select 20% from the target population of 503 11th grade students. Additionally, by employing census sampling, three of the English teachers who teach in grade 11 were engaged in the study.

3.3. Data Gathering Tools

Basically, the researcher employed a questionnaire, an interview, and observation as research tools in this study.

3.3.1. Questionnaire

The researcher used a questionnaire for the purpose of gathering data. The questionnaires include four parts. The first part of the questionnaire is intended to gather background information of the teachers and students. The second part was about the practices of

active learning strategies. In the third part of the questionnaire, the respondents have been asked about problems that affect the practices of active learning. The student's questionnaires are designed in English. Close-ended questions have been distributed to students for grade 11 students.

3.3.2. Interview

In-depth interview is made with grade 11 English language teachers to elicit qualitative data. The purpose of the interview was to substantiate the results obtained from the questionnaire and classroom observation and to obtain a greater depth of information, free and flexible responses and to get information concerning feeling, attitude or emotion to certain questions which is not possible through questionnaire and classroom observation. The researcher used it to make comfortable environment during the study, and to collect complex information.

Interviews are quite effective in gathering information about people's perception, beliefs, feelings, motivations, past and current experiences. Therefore, semi-structured interviews were prepared and used for teachers. The data was recorded using notes.

3.3.3. Observation

Observation allows the researcher to collect data directly in the natural setting of the phenomena under study. Based on this, the researcher observed three teachers, the classroom observations are made in 6 sessions using observational checklist. Accordingly, the 3 selected classes have been observed twice each by the researcher and his assistant (co-observer). The observations are focused on teacherstudent interaction in relation to active learning method, classroom facility, student inhabitants in the classroom, teachers' and students' activities.

3.5. Procedure of Data Collection

In order to collect the necessary information, the following procedures were used: First of all, the objective of the study was clearly oriented towards the target samples in line with the designed instruments. Secondly, classroom observation was carried out based on the

classroom schedule. Thirdly, interviews with teachers were carried out to collect the qualitative data. Fourth, the questionnaire was distributed to the sample of 100 students, and data was collected.

3.6. Methods of Data Analysis and Interpretation

The responses to the questionnaire gathered from 100 students were coded into the SPSS program and analyzed in terms of frequencies, means and percentages. To do so, tables are used to show the frequencies, means and percentages as well. With regard to classroom observations and interviews, the responses were transcribed and discussed qualitatively.

Finally, in the discussion, the data obtained from the students' questionnaire, classroom observation, and interviews were compared to triangulate the information from different sources.

CHAPTER FOUR

4. PRESENTATION, DATA ANALYSIS AND DISCUSSION

4.1. Introduction

In this chapter, the analysis and interpretation of the data as well as the major findings of the study are presented. This was done through; questionnaires, observation checklists, and interviews, which were presented using tables and discussions. The chapter is divided into three sections. Characteristics of the respondents' analysis of the main data and discussion of the major results were presented, respectively.

4.2. Students' Questionnaires: Results and Interpretation

Table 1: Students' views on the practices of using Active learning Strategies in English classrooms

Item	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Perception					
1. Your engagement in the learning activities gives you opportunities to perform and reflect on what is being learned.	19 (18.3%)	79 (76%)		2 (1.9%)	
2. There are enough instructional materials and suitable classroom conditions for English Classes.	5 (4.8%)	59 (56.7%)		27 (26%)	9 (8.7%)
3. Your English teacher motivates you to participate in group discussions, role play, pair work, etc. in your classroom.	5 (4.8%)	72 (69.2%)		16 (15.4%)	7 (6.7%)
4. Most students are interested in participating and are willing to react with their groups.	4 (3.8%)	62 (59.6%)	5 (4.8%)	17 (16.3%)	12 (11.5%)

5. Your Involvement in the English classroom increases self-confidence.	5(4.8%)	65(62.5%)	2(1.9%)	16(15.4%)	12(11.5%)
6. Your participation in the English classroom empowers you to reflect about your life experience, interests, views, attitudes, and feelings in activities.	5(4.8%)	95(91.3%)			
7. Active learning method is the most valuable teaching method	12(11.5%)	66(63.5%)		16(15.4%)	6(5.8%)

Seven items that elicited responses from students about their views on practices of employing active learning strategies in English classroom were designed. According to the responses that were collected based on these items, (76%) of the responses (Item 1) indicted that the students perceived learning activities were not engaging and (56.7%) of the response (Item 2) indicted that there were shortages of instructional materials and the classroom conditions were not suitable for implementing active learning strategies. Also (69.2%) of the responses (Item 3) indicated that the students had the perception that their teachers did not motivate them to participate in active learning activities such as in group work and role play. The responses in table 1 item 4 above also demonstrated that 59.6% of the students were less motivated to engage in active learning activities.

Even more, the items in table 1 (item 5) revealed that majority of the students (62.5%) disagreed with the role that active learning strategies play in boosting learner's self-confidence. They believed that involvement in English classroom did not help to improve self-confidence. In addition, the result of the responses in table 1 item 6 portrayed that majority of the students (91.3%) perceived the activities used in the classroom were not helpful in empowering oneself. The result in table 1 item 7 also depicted that most of the students (63.5%) did not believe active learning to be the most valuable method of teaching.

Table 2: Students Responses on the extent at which the following active learning strategies are employed by English teachers

No.	Item	Always (5)		Freq. (4)		Some time (3)		Rarely (2)		Never (1)		Mean
		F	%	F	%	F	%	F	%	F	%	
1.	Project work	15	15	18	18	23	23	24	24	30	30	2.94
2.	Problem solving Method	17	17	15	15	37	37	22	22	9	9	3.09
3.	Role playing	17	17	14	14	22	22	30	30	17	17	2.84
4.	Discussion	25	25	26	26	35	35	11	11	3	3	3.59
5.	Peer Teaching	23	23	28	28	33	33	9	9	7	7	3.51
6.	Cooperative Learning	27	27	23	23	36	36	9	9	5	5	3.58
7.	Brain storming	22	22	15	15	19	19	27	27	17	17	2.98
8.	Group work	28	28	25	25	22	22	20	20	5	5	3.51
9.	Question & answer	36	36	21	21	13	13	17	17	13	13	3.50
10.	Demonstration	11	11	10	10	11	11	46	46	22	22	2.42
11.	Debating	14	14	13	13	16	16	29	29	28	28	2.52

One of the signs of effective teachers is their ability to use several active learning methods. Table 2 above provides the extent to which English teachers practiced active learning strategies.

Pertaining project work (item 1) and problem-solving method (item 2) the majority of the students' responses lied between "sometimes" and "never". The mean values (M=2.94 and M=3.09 respectively) indicated that the teachers sometimes used these methods in the classroom. Out of the 100 respondents who were asked about the extent of teacher's use of deliberate acting of a social role in the classroom (role play), (14%) of them responded that the teacher used role play frequently, (22%) said sometimes and (30 %) replied rarely. The mean value (M=2.84) has showed that the teachers employed this method sometimes. Regarding discussion, (25%) of the respondents responded that they discussed in groups always, (26%) of

them replied frequently and the rest (49%) make discussion from sometimes up to rarely. The mean values for discussion (M=3.59) revealed that the teachers used discussion sometimes.

In response to item 6 (cooperative learning) which was about the opportunity to practice team work, (27 %) of the participants replied always, (23 %) of them responded frequently and (36%) of them said sometimes and the rest (14%) replied rarely and not at all. The mean value (M=3.58) indicated that the teachers used the strategy sometimes. Moreover, the result in the table above showed that brainstorming was not used practiced in the classroom. Majority of the respondents (63%) replied from sometimes to not at all, whereas, the rest 37% of them replied frequently. Its mean value (M=2.98) shows most of the teachers did not practice the strategy. As can be seen in the above table concerning group work, majority of the respondents (28 %) replied used this method always and (25 %) responded frequently and (22%) replied sometimes. The mean value of the item (M=3.51) indicated that the method was used by the teachers frequently. Regarding the use of question-and-answer method, 36 % of the total subjects responded always and (21%) of them replied frequently. The mean value of the item (M=3.5) revealed that the teachers use the strategy frequently.

As far as giving students an opportunity to set up certain procedures (demonstration) is concerned, the above table shows that (11 %) of the respondents responded always and (10 %) of them frequently and the rest (69%) of the students replied between sometimes and never. The mean value 2.42 shows the teachers use demonstration rarely. On the other hand, using an organized discussion on an issue (debating), majority of the respondents (63 %) replied from sometimes up to never. But the rest (37%) replied between always and frequently. Thus, the mean value of the items 2.52 suggests that the teachers use debating in the classroom rarely. To sum up, based on the students' response regarding the practice of active learning strategies, we can deduce that teachers' use of active learning strategies wasn't encouraged.

Table 3: Students Responses on Factors Affecting the implementation of Active Learning Strategies in English Classroom

	Items	Strongly Disagree	Disagree	uncertain	Agree	Strongly Agree
1.	Lack of students' interest and motivation	6(5.8%)	22(21.2%)	2(1.9%)	46(44.2%)	24(23.1%)
2.	Shortage of time	4(3.8%)	12(11.5%)		48(46.2%)	36(34.6%)
3.	Large class size	3(2.9%)	12(11.5%)	2(1.9%)	48(46.2%)	35(33.7%)
4.	Shortage of books	6(5.8%)	75(72.1%)	2(1.9%)	12(11.5%)	5(4.8%)
5.	Lack of teachers' commitment	5(4.8%)	52(50.0%)	1(1.0%)	26(25.0%)	16(15.4%)

As Table 3 item 1 above illustrates, the respondents have divergent views regarding lack of interest and motivation as a barrier of implementing active learning strategies in English classroom. To this end, (23.1%) of the respondents strongly believe that lack of interest and motivation on the part of the students is a barrier in implementing active learning strategies. Additionally, 44.2% of the respondents agree that lack of interest and motivation on the part of the students to be a barrier of implementing active learning strategies. Thus, the overall result illustrates that majority of the respondents believe lack of students' interest and motivation as a barrier of implementing active learning strategies.

Besides, Table 3 item 2 demonstrated that respondents lack of time was a barrier in implementing active learning strategies. In this regard, (34.6%) of the respondents expressed 'strongly agree', and (46.2%) 'Agree'. Thus, most of the respondents believe shortage of time to be a barrier in implementing active learning strategies. Furthermore, according to table 3 item 3, respondents were asked if large class was a barrier to implementing active learning. In this regard, the result depicted that most of the students (with 46.2% 'Agree; 33.7% 'Strongly Agree') believe large class size to be a barrier of implementing active learning strategies.

Availability of text books in schools is crucial for running teaching and learning process smoothly. Pertaining this issue, table 3 item 4 above demonstrates that majority of respondents the respondents (72.1%) do not believe shortage of books to be a barrier in implementing

active learning strategies in their respective classes. Likewise, majority of the respondents revealed that lack of commitment on the part of the teachers is not a barrier in implementing active learning strategies (table 3, item 5).

4.3. Analysis of Classroom Observation Results

Classroom observation is the other tool used in this study. It was conducted to find out whether teachers implement active learning strategies in English language classroom or not and to assess factors that affect its implementation. Thus, after carefully developing checklist, the actual teaching and learning practices was observed. The checklist contained classroom condition, teachers' activity, and activities of students during the lesson, utilization of instructional material and class evaluation (see the observation check list in appendix). Three English language teachers were observed twice in different English language lessons. The classes were chosen according to the willingness of the teachers. The observation was conducted by the researcher. The data were collected and analyzed based on contents.

Regarding the classroom condition, the layout and sitting arrangements of the classrooms were observed to be crowded and difficult to implement active learning strategies. The sitting arrangement in the classrooms seemed to be inappropriate for active learning methods. In all the observed classrooms, the students were sitting on combined chairs and there were no tables in the classroom. It was too difficult to move the chairs easily to organize different groups. Since the number of students was 60-65, the teachers didn't get it easy to implement active learning strategies because of the inconvenience of the classroom condition.

For effective teaching/learning to take place in language classrooms, students need to be organized in different groupings: in pairs, in small groups and in whole class (Muluaem, 2013). As it has been observed in most of the lessons, the teachers did not effectively organize the students in different groupings. However, one of the teachers encouraged students to do their best to express their ideas in their groups while teaching the language skills and tried to clarify the learning objectives during both the observation periods. Thus, the classroom observation asserted that the teachers did not use different instructional methods to implement active learning.

Correspondingly, the classroom observation attested that student had limited activity in classrooms. In this regard, all the teachers were observed while asking questions, explaining the lesson and giving instructions, but the students did not exercise the expected behavior for their own learning. Again, the teachers gave additional explanation but there was no change on the part of the students. The main reason for their poor participation could be because the teachers ignored to use active learning methods such as role playing, debating, peer teaching demonstration, problem solving, etc. according to their importance. Generally, most of the students were observed sitting passively in the classroom.

Concerning utilization and availability of instructional materials in classrooms play an important role. The classroom observation; however, indicated that in all the observed classes there was no instructional material. The teachers did not use the instructional materials other than the text book and their own notes. Even if the lessons need instructional materials for clarity, the teachers did not show any attempt to use the materials.

Pertaining classroom evaluations, from all the observed classes, one of the teachers tried to give oral and written exercises for students and followed up their participation by eliciting ideas from the learners and finally checked students' performance and gave constructive feedbacks in the observed periods while the other two teachers hardly ever evaluated the students and gave feedbacks. To this end, more than half of the teachers did not check and give constructive feedbacks to students work in the times of observation. Nevertheless, the scholars Netsanet (2022) express that in active learning classroom checking and giving feedback to students work on a friendly atmosphere motivates the learners towards their learning.

4.4. Analysis of Teachers' Interview Questions

In addition to students' questionnaire and classroom observation, teachers' interview was employed to gain relevant information about teachers' experience and practices of implementing active learning strategies. In so doing, six interview items, listed below, were developed.

1. What is your belief about active learning?
2. What are your feelings regarding applicability of active learning in your classroom?

3. What do you think about the advantages of using active learning strategies in teaching and learning English?
4. Do you practice active learning strategy in your classroom? If yes, mention some of the strategies you employ. If no, mention the reason.
5. What challenges do you face while practicing active learning strategies in your classrooms?
6. Do you think the way you have been taught affects the way you teach now?

Three English language teachers currently teaching at Meskerem Secondary School were interviewed about their experiences and practices of active learning. Their responses to the six open ended interview questions are presented and analyzed as follows.

The first question of the interview focused on teachers' beliefs about active learning. All the interviewees believed that active learning strategy is an effective method of teaching English as a foreign language. Evidencing this, one of the respondents (T2) stated "it helps students to work cooperatively, as it involves pair and group work". Similarly, (T1) portrayed the relevance that active learning strategies have towards providing various roles and responsibilities to students. She expressed her idea as "active learning provides students different roles and responsibilities which provides opportunities to develop different skills, such as: skill of leadership, secretary etc. The other interviewee (T 3) further explained his views as" it facilitates learning, shares teachers' burden. Moreover, it also improves students' confidence in learning and using language."

Thus, teachers in their interview demonstrated the roles active learning strategies play in helping students to work jointly and share their ideas and decreasing teacher's loads. Pertaining the applicability of active learning in EFL classroom, one of the respondents (T3) reflected his views as" it is difficult to apply active learning in English classes". The other two respondents (T 1&T 2) said;

Though, the text books are designed according to communicative language teaching; there are some factors that affect its practicality, such as: their background is low, have

no equal proficiency level in group discussion i.e. some of them are active whereas majorities are passive in group activities.

The second Question of the interview was to assess the feeling of English teachers on the applicability of active learning in their classroom. In this regard, three of the respondents felt that active learning is not sufficiently applicable in their school. Of the three interviewees T1 explained that he thought that since there is not conducive environment it is impossible to implement in their school. T2 and T3 replied that:

Even if it plays a crucial role for students' learning and language development; they felt applying active learning needs excessive time, sufficient incentive and educate learning resources such as, English laboratory, books and other teaching material. From the above responses we can understand that teachers didn't have positive feeling about implementation of active learning.

The remaining three questions (3, 4, and 5) were about teachers' opinion about the advantage of using active learning in classroom. All the interviewees believed that it has many advantages. Among the advantages, one of the interviewees (T2) mentioned that "active learning provides learners the chance to share responsibility with their friends, to take responsibility for their own learning". The other two respondents (T1&T3) shared similar views as," It helps to use language in a meaningful and effective way to develop higher critical thinking and problem-solving skills. These advantages are also found in studies by Dunbar et al. (2018). Therefore, it seems that the teachers are cognizant about the advantages of implementing active learning strategies. The fourth question refers to the information about the practice of active learning strategies in the classroom. Two of the respondents (T 2&T3) said that they rarely use different types of active learning methods; for example, pair work, group work, discussion and question and answer. However, one teacher (T1) replied even though active learning is preferable and fruitful method, he couldn't use the method in the classroom because the students were less interested in practicing in those ways. From this we can deduce that most of the active learning strategies were not used as expected.

The teachers were also asked about the challenges they face while practicing active learning strategies in the classroom. In this regard, all the interviewees responded that active learning

has constraints during its implementation in the real classroom. Two of the respondents (T1&T2) listed some of the factors such as: shortage of time, large class size, lack of adequate instructional materials and domination of some students. Correspondingly, (T3) mentioned classroom conditions, attitude of students towards active learning strategies and the imbalance of students' level of proficiency among themselves adversely affected the implementation of active learning method.

Lastly the teachers were enquired if the method they were taught affects the way teach now. Two of the teachers (T1 &T3) said," it does not affect our teaching practices because, the training we have received and the way the textbook is prepared assists us how to use active learning". On the other hand, (T3) stated that the way he was taught has some influence in the way he teaches now. He further noted that the way he was mainly grammar oriented and still inclined towards teaching grammar and teacher centered approach.

the teachers' response in general show that, most of the time they couldn't implement active learning strategies in the classroom.

4.6. Discussion of Results

In this sub-section, an endeavor is made to discuss the overall results in line with the research questions of the research.

- I. The extent active learning strategies are implemented by English teachers in the classroom
- II. Attitude of English teachers and students about using active leaning strategies in the classroom
- III. challenges English teachers face in implementing active learning strategies

The results obtained through questionnaire, interview and classroom observation are discussed as follows.

4.6.1. The Extent Active Learning Strategies are Implemented in the Real Classroom

For an effective implementation of active learning strategy to happen in the actual classroom, one of the most important things is to have an effective teacher. Watters (2014) explained that students are doing most of the work. Supporting students to be active participants in developing their skill and capacities is the most important practice of teachers in active learning. To assess the extent to which active learning has been practically implemented in the school, the teachers were observed in the classroom and gave their responses for the interview questions. To substantiate the data, students' questionnaire was made. To this end, the teacher's interview, and classroom observation were developed to determine the rate at which using various active learning methods.

During the interview teachers reported that they usually use different types of active learning methods in the classroom such as pair work, group work, lecture, role-play, discussion, and question and answer; nevertheless, during classroom observation, the teachers were observed while employing only lecture and question and answer method frequently.

Based on the observation made by the researcher, the teachers do not use different instructional method to implement active learning. Responses of the students' questionnaire related to teachers' use of active learning validated the classroom observation.

4.6.2. Attitude of English Teachers and Students about Using Active Learning Strategies

The attitudes teachers hold pertaining a specific learning strategy quite useful in shaping the learning environment. As Arnett and Turnbull (2007) explain, teachers' belief or conceptual base of the issue what teachers think, what teachers believe, and what teachers do at classroom ultimately shape the kind of learning. Similarly, Alemu (2023) showed that teachers believe influences both perception and judgment which in turn affect what teachers say and do in the classroom. In line with this idea, six interview questions for the teachers were presented.

The data gathered from students' questionnaires indicated that most students didn't perceive whether the engagement of students gave opportunities to perform and reflect ideas in the

learning process. More than half of the sample students didn't know if the teacher used instructional materials and different active learning strategies such as group discussions, pair work, role plays, etc., in the English classroom. And, many of them responded that they were unwilling to participate in their groups and pairs.

The observation data also showed that most of them were not willing to take part in different class activities; rather, they were intended for side talking, and some of them were sleeping. The data obtained from the teacher's interview also revealed that even if teachers have a good understanding of active learning, they think they need students' willingness and performance for the required grade level. This study is agreed with the study of (Alemnew, 2018, Telore and Damtew, 2023) stated that students' lack of interest in active learning methodologies was reported by teachers in different studies conducted in Ethiopian Universities.

4.6.3. Factors Affecting Implementation of Active Learning Strategies

During the implementation of active learning in the real classroom conditions, there are different factors that affect the methods. From the response of teachers' interview questions, classroom observation and students' questionnaire, the researcher has put, large class size, lack of time, dominant use of lecture method, physical condition of the classroom, students lack interest, absence of instructional material, dominancy of some students and lack of designed evaluation system were the most serious features touching the implementation of active learning in the EFL classroom.

Kara et al. (2021) explains large class size decreases the possibility of individuals participation, some instructors ask for written questions, while other successfully use various options for holding discussions with the small portion of students in the class Therefore, it may restrict the use of certain active learning instructional strategies. During classroom observation, in all the observed classes the numbers of students were large and the teacher faced problems to participate all students in the implementation of active learning.

In the practice of active learning, time is the major factor reported by the participants of the study. The collected data show all the interviewees considered lack of time as a major challenge facing them in their efforts to practice active learning. The main reason for these

teachers to see this as a major challenge is the contents of the book. The contents are very large and bulky to cover in one academic year. Teachers were supposed to cover too many language items in a very limited period of time. Furthermore, in all of the observed classes the researcher witnessed that the students are given no time to practice the given activities in the classrooms. In line with this idea, Makhlouf And Hesas (2016) explains that shortage of time limits teachers and students from implementing active learning.

The dominant use of explanation or lecture method influences the effective implementation of active learning. In line with this idea, Haile (2008) describes that many teachers perceived as a transmission process where the teacher transmits knowledge to students and the student receive that knowledge based on specified syllabus. All the interviewed respondents indicated that they use lecture method sometimes. But the classroom observation and student's questionnaire reveal that they tend to use lecture method frequently. The question here is why teachers tend to use traditional method of teaching. All the interviewed respondents said that most of them did not get in service training on active learning. Moreover, the physical condition of the classroom (the desks are fixed) and lack of pedagogical center also forces them to incline to lecture method.

Students' lack of interest in participating different activities was highlighted by the respondents as a significant constraint to make effective use of active learning in EFL classroom. All the interview respondents identified low motivation to use the method actively. During observation when the teachers gave them pair and group work activities, they discussed their own issue out of the given topic and most students sit simply without interaction with others or the lesson. As Nisrane and Dengela (2019), describe that learners should have positive attitude and motivation towards the learning activities activated by the teacher's facilitative role in the class.

Instructional materials are helpful for supporting the teaching learning process. According to Eison (2010) the lack of materials or equipment needed to support active learning can be a barrier to the use of some active learning strategies but certainly not all. In all of the observed classrooms there were no adequate instructional materials to support active learning.

Regarding domination of students in the classroom, all the respondents of the interview expressed during pair and group work some students performed the activity without participating others they dominate the students who are shy. This makes them passive and not to participate in activities and hinders the teacher to implement active learning in the classroom.

In the teaching-learning processes, evaluation is the part and parcel of the prepared plan to know how much the students practiced or grasped the lesson according to the given objective. All the interviewees expressed to implement different types of active learning method such as debating, role play, demonstration, problem solving etc. there were no designed evaluation system in students or teacher's book. This makes them not to apply the method in the EFL classroom.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

This study was carried out with the aim of assessing the implementation of active learning strategies in English classrooms at Meskerem Secondary School. In the study, it endeavored to assess to what extent teachers implement active learning strategies in their classrooms in the target school, attitudes teachers and students hold pertaining implementation of active learning strategies, and the challenges that teachers faced during implementing active learning strategies in their classrooms. To achieve these, quantitative and quantitative methods were employed, and the data were collected using quantitative and qualitative data analysis methods. The data were collected using questionnaire, classroom observation and interview. Moreover, 3 teachers and 100 students were participants in this study.

The findings of the study demonstrated that active learning strategies were not implemented frequently. Likewise, the study portrayed that teachers have positive attitude towards active learning strategies while students were less interested in engaging themselves in active learning activities. Moreover, the study depicted that shortage of time, large class size, lack of interest in implementing active learning strategies, teacher's inclination of employing lecture method and absence of instructional materials was the factors that affected implementing active learning strategies in classrooms. Based on these, conclusions and recommendations were drawn.

5.2. Conclusion

Based on the result found from the study the following conclusions are made. The conclusion is presented in line with the research questions.

The first research question focused on the extent to which active learning strategies were implemented by teachers and students in the target school. The result of the study in this regard

demonstrated that active learning strategies were not frequently implemented in the target school.

The focus of the second research question was about attitudes of teachers and students regarding the importance of implementing active learning strategies in the classroom. In this regard the result of the study portrayed that teachers have positive attitude towards using active learning strategies in classrooms. However, the result of the students' responses demonstrated that they were unclear about active learning strategies. In addition, the result of the classroom observation depicted that students were not interested to engage themselves in active learning activities.

The last research question was about challenges encountered by teachers while implementing active learning strategies in their classrooms. In this regard, the result of the study indicated that shortage of time, large class size, lack of interest in implementing active learning strategies, teacher's inclination of employing lecture method and absence of instructional materials was among the challenges teachers faced while implementing active learning strategies in their classrooms.

5.3. Recommendations

Based on the findings identified above, the following recommendations are given.

1. Active learning refers to the level of active student engagement in the instructional process. It emphasizes on students to engage them in collaborative learning to work on developing different language skills. Therefore, teachers should be encouraged to frequently used active learning strategies in their classrooms.
2. The positive attitudes of teachers towards the active learning method significantly affect their commitment of implementing active learning strategies in their classrooms. Moreover, the interest of the learners have towards active learning strategies has paramount importance. Thus, teachers should encourage their students to engage themselves in active learning activities in classrooms.

3. Several factors were identified as factors affecting the implementation of active learning strategies in English classes. To reduce and avoid these challenges, teachers and other stake holder should work jointly in sense that the teachers should be concerned about using different techniques of managing the class size through employing group involvement. Supervisors should provide information and feedback to teachers. School principals should be concerned in fulfilling necessary instructional materials and the curriculum designers should give due emphasis on the organization of text book.

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APPENDICES

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

Assessing the Implementation of Active Learning Techniques in English Classes at Meskerem Secondary School Grade 11 in Focus

Questionnaire to be filled by students

Dear student: first of all I would like to say thank you, for your cooperation to fill these questionnaires. The main objective of these questionnaires is to: Assess the Implementation of Active Learning Techniques in English Classes at Meskerem Secondary School Grade 11 in Focus.

Please respond honestly and frankly as the information obtained will be used only for research purposes. Put a tick () mark in the following box in front of the given information.

I. Students' views on the practices of using Active learning Strategies in English classrooms

Item	Strongly Disagree	Disagree	Unce-rtain	Agree	Strongly Agree
Perception					
1. Your engagement in the learning activities gives you opportunities to perform and reflect on what is being learned.					

2. There are enough instructional materials and suitable classroom conditions for English Classes.					
3. Your English teacher motivates you to participate in group discussions, role play, pair work, etc. in your classroom.					
4. Most students are interested in participating and are willing to react with their groups.					
5. Your Involvement in the English classroom increases self-confidence.					
6. Your participation in the English classroom empowers you to reflect about your life experience, interests, views, attitudes, and feelings in activities.					
7. Active learning method is the most valuable teaching method					

II. The extent at which the following active learning strategies are employed by English teachers

No.	Item	Always		Freq.		Some time		Rarely		Never	
1.	Project work										
2.	Problem solving Method										
3.	Role playing										
4.	Discussion										
5.	Peer Teaching										

6.	Cooperative Learning											
7.	Brain storming											
8.	Group work											
9.	Question & answer											
10.	Demonstration											
11.	Debating											

III. Factors Affecting the implementation of Active Learning Strategies in English Classroom

	Items	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	Lack of students' interest and motivation					
2.	Shortage of time					
3.	Large class size					
4.	Shortage of books					
5.	Lack of teachers' commitment					

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**The implementation of Active Learning Techniques in English Classroom at
Meskerem Secondary School Grade 11 in Focus**

Observation checklist to be filled by the researcher

Date of observation _____

Topic _____

1. Classroom conditions

1.1. Is the sitting space enough for all students to implement active learning? _____

1.2. Are the desks and tables movable to organize groups? _____

1.3. Is the class size manageable for implementing active learning? _____

1.4. Is there enough space for movement between desks? _____

2. Teachers' activities

2.1. Does the teacher arrange students for different classroom activities? _____

2.2. Does the teacher clarify the learning objectives? _____

2.3. Does the teacher give direction about procedures and activities? _____

2.4. Does the teacher use different instructional methods like group work, role play, pair work and question and answering? _____

2.5. Does the teacher use different instructional methods like group work, role play, pair work and question and answering? _____

2.6. Does the teacher encourage students to become active participant in group work, pair work, question answering and role play? _____

2.7. Does the teacher use questions to elicit students' ideas? _____

3. Activities of students during the lesson

3.1. Do the Students participate in task based activities? _____

3.2. Do the Students play roles? _____

3.3. Do Students discuss issues in groups? _____

3.4. Do Students take part in pair works? _____

4. Utilization of instructional materials in a classroom

4.1. Does the teacher use instructional materials other than the textbook? _____

4.2. Does the teacher illustrate ideas using instructional materials? _____

5. Class room evaluations

5.1. Does the teacher follows up student's participation? _____

5.2. Does the teacher elicit responses from the students? _____

5.3. Does the teacher checks and gives constructive feedback to students? _____

Interview Questions for Teachers

This Interview Is Intends for the Purpose of Assessing the Implementation of Active Learning Techniques at Meskerem Secondary School Grade 11 in Focus

I would like to thank you for your sincere cooperation to this interview

1. What is your belief about active learning?
2. What are your feelings regarding applicability of active learning in your classroom?
3. What do you think about the advantages of using active learning strategies in teaching and learning English?
4. Do you practice active learning strategy in your classroom? If yes, mention some of the strategies you employ. If no, mention the reason.
5. What challenges do you face while practicing active learning strategies in your classrooms?
6. Do you think the way you have been taught affects the way you teach now?

Thank you very much