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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**PRAxis OF ACTIVE LEARNING APPROACH IN GRADE 10 ENGLISH
CLASSES AT ARADA SUB-CITY OF ADDIS ABABA**

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JUNE, 2020

ADDIS ABABA, ETHIOPIA

**Praxis of Active Learning Approach in Grade 10 English Classes at
Arada Sub-City of Addis Ababa**

A thesis submitted to College of Education and Behavioral Studies

**In partial fulfillment for the requirements of the degree of Master of Arts in
School leadership Department of Educational planning and Management**

Addis Ababa University

BY: Hailu Tadesse Sahlemariam

JUNE 2020

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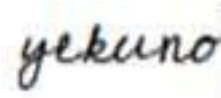
SCHOOL OF EDUCATIONAL AND BEHAVIORAL STUDIES

Praxis of Active Learning Approach in Grade 10 English Classes at
Arada Sub-City of Addis Ababa

BY

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DECLARATION

I HailuTadesse, declare that Praxis of Active Learning Approach in Grade 10 English Classes at Arada Sub-City of Addis Ababa is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

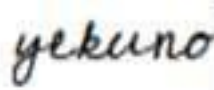
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ENDORSEMENT

This is to certify that the thesis entitled “**Praxis of Active Learning Approach in Grade 10 English Classes at Arada Sub-City of Addis Ababa**” undertaken by Hailu Tadesse Sahlemariam in partial fulfillment of Master of Arts Degree (MA) in School Leadership has been submitted to Addis Ababa University for Examination with my approval as a University Advisor.

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June, 2020

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ACKNOWLEDGMENTS

First of all, I would like to thank St. Virgin Mary that her intercession enabled me to Passover many challenges throughout my entire life and in particular while working on this thesis. Then I am very much indebted to my advisor Dr. Yekunoamlak Alemu who is a promoter of my thesis and for his unreserved guidance and counsel rendered from the very beginning to the completion of the study. Next to my advisor, I would like to thank so much Ato Fikire G/Hiwot my former staff colleague in writing my thesis by technical support, editing and during analyzing by SPSS software application willingly gave me his consent, invaluable time to my thesis. In third place, I would like to thank Addis Ababa Administrative Education Bureau for giving the opportunity to learn MA in school Leadership. I would like also to thank Addis Ababa University for financial sponsor.

I would like to thank also the principals of Agazian No.3 School, Ato Sisay Alemu and Betelhem secondary schools Ato Fikadu Balew, as well as the teachers and grade ten students in my sample secondary schools for their cooperation and support during the collection of the data and willingly gave me their consent, invaluable time, and genuine responses. I would like to thank also Fikiru Gashaw (PhD) candidate in AAU for his support in editing, comments and suggestion for all chapters' contents organization, sequences and how to write the reference materials. Finally, I would like to thank Dn. Hiwot Birhan Tsegaye and Ato Desta Amenu for their supporting in writing style and editing in my thesis.

LIST OF ACRONYMS

ALM	Active Learning Method
CLT	Communicative Language Teaching
EGBDF	Ever Good Boy Deserves Fruit
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
GM	Grand Mean
ICDR	Institute of Curriculum Development and Research
IQR	Inter-quartile range
LTMS	Long-term Memory and Storage
MoE	Ministry of Education
PTSA	Parent, Teacher and Student Association
SPSS	Statistical Package for Social Science
STM	Short-term memory
TEFL	Teaching English as Foreign Language
TESO	Teachers Education System Over-haul
TGE	Transitional Government of Ethiopia

ABSTRACT

The major objective of this study was to investigate the challenges to practice of active learning approaches in teaching English for grade ten classes in secondary schools of Arada Sub-City, Addis Ababa. Based on this, related literatures were reviewed. The research design employed was descriptive survey with mixed approaches. The sources of data for this study were secondary school English teachers, students, school principals and Sub-City Education Office language supervisor. The main data collection instrument was questionnaires for English teachers and students. In addition, the sample school principals and supervisor were interviewed. Non-parametric statistical tools percentage, graphs and qualitative approaches were employed in order to analyze and interpret data. The study revealed that using active learning methods from the learners' perspective; reluctance of learners to actively engage in active learning, dependence of the learners on teacher's instructional activities, little monitoring/support during the active learning process, dominance of teacher-centered learning method, inadequate training provided for the teachers, higher teacher's work load and inadequate practice of active learning at lower grades were found to be the major problems in the implementation of active learning approach. In connection to the use of active learning methods; lecturing, group work, discussion, demonstration, and question and answer methods of active learning were dominantly used methods while project, problem-solving, role-playing, brainstorming, peer-teaching, cooperative-learning, field-trip and debating methods were little used in English lessons. Hence, the active learning methods were not adequately implemented in Grade 10 English lessons so that active learning of the students could be ensured. So as to tackle the problem of implementing the active learning methods, practical trainings (through on- service, in-service and off-service programs) should be delivered to the FLT's teachers in a way it significantly improves the knowledge, attitude and practice of teaching English lessons.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Nowadays, the general goal of education in Ethiopia is to cultivate citizens possessing an all-rounded education, and who are capable of playing a conscious and active role in the economic, social, and political life of the country at various levels (MoE, 2002). To this effect, the government of the FDRE proclaimed the education and training policy (ETP) and implementation strategies and programmed, such as the Teacher Education System Overhauling (TESO). This is a new curriculum devised for reconstructing the teachers' education system. This programme mainly focuses on changing the predominantly-used teacher-centered instructional strategies to student-centered methods. The MoE recommended that all teacher education institutions make use of active learning methods, indicating that teacher-centered methods would inhibit the students' problem-solving capabilities (MoE-TESO, 2003, Adamu, 2014).

Therefore, the curriculum reform initiated in Ethiopia, after the implementation of the education training policy, has led to the extensive change in education. One of the changes is the paradigm shift in the method of teaching and learning which involves the shift from rote learning to participatory active learning and a shift from a linear curriculum to an integrated one in lower grades (Leu, 1998). This change has brought a major paradigm shift in our thinking about education and in the meaning of knowledge and learning. As to instructional approaches, the underlying ideas like active learning approach, student-centered problem solving, discovery student sensitive learning and the practice of higher-order thinking skills have been introduced in this reform.

Active learning is a broad strategy that includes such techniques as substituting active learning exercises for lecture, holding students learning responsibility for the materials that have not been explicitly discussed in class assigning open ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in stimulating and role play (Leu, 2000). Since active learning approach is a process where a learner takes a dynamics and energetic role in his or her education, the students are expected to be intellectually active. Active learning, through which students become active participants in the

learning process, is an important means for development of students' skills. In this process, students move from being passive recipients of knowledge to being participants in activities that encompass analysis, synthesis and evaluation besides developing skills, values and attitudes (Sivan, et al., 2000).

So as to realize effective teaching and learning in the active learning context, it is therefore imperative the use of different methodologies and strategies to meet the needs of the learners. In this regard, the challenge is to find new ways and strategies to stimulate and motivate the creative abilities of today's generation who have varied set of orientation towards learning than the learners in the past (Taye, 2008).

After the adoption of the currently working Education and Training Policy in Ethiopia, extensive changes have taken place in education. One of the changes or reform is involved a paradigm shift from a teacher-centered, positivist approach, to a student-centered approach which is based on the constructivist learning theory in the model of teaching and learning which involves the shift from rote learning to active learning and the shift from a linear to an integrated curriculum (Leu, 1998). This change has brought a major model teaching style 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 through this reform (Desalegn, 2014).

Similarly, in the teacher education system, there have been continuous changes in the curriculum and teacher's profile since the educational reform in the country. Particularly, at existing time, 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 learning, learner-focused education. The document recommends or advocates, a Teacher Education System that develops and inculcates higher-order thinking skills in graduates and emphasizes that, teachers are essentially agents for positive societal change. This document also strongly criticizes the previous teacher education system, which was traditional; where the subject content has been treated in a theoretical way. As a result, according to the document, it has produced teachers who are not necessarily good at teaching in schools using active learning. Thus, 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 thus, be able to select strategies according to students' needs (Taye, 2008).

Though the problems of implementing active learning approach varies across subjects, the researcher was interested to investigate the current challenges in practicing active learning approach in grade ten English language classes in the selected secondary schools in Arada Sub-City, Addis Ababa.

1.2 Statement of the Problem

In Ethiopia Education and training policy document, the previous curriculum design and instructional process suffered from old and traditional methods. As a result of these, the curriculum organization emphasized academic knowledge and simple recall of facts by learners that was provided through official curriculum and presented by teachers' explanation using lecture method approach. In such scenario, teachers dominate the classroom instruction whereas students are passively listeners. In such traditional approach, emphasis is given to quantity of learning instead of quality of learning. Besides, the scope of learning is more important than depth of learning. In other words, how much information is retained is the intention than to what extent it becomes meaningful and related to the past experience of the learner. In response to these problems, the Ethiopia education and training policy document emphasized the development of problem solving capacity and culture in content of Education, curriculum structure and approaches, which focus on the acquisition and construction of scientific knowledge (TGE, 1994; Desalegn, 2014).

However, the researcher of this study is being a school leader and has an opportunity to participate in a forum of Educational Bureau on students' academics achievement yearly report for school administrators. A report provided yearly by Educational Bureau indicates that, there is a gap in implementing active learning at secondary schools by stakeholders' particularly, English teachers, school principals, supervisors and learners during educational forum. Especially, the poor achievement of grade ten National examination obtained in the current consecutive three years in the study area. That is why the researcher raises this problem from the fact that most

secondary schools English teachers who are currently getting training after first degree graduation (post graduate diploma teaching in English) may be interested to teach in the way that have been taught while they were in schools.

In the same way the experienced English teachers should be acquainted with the new approach of Active learning to practice as intended. Moreover, similar studies were not conducted in secondary schools in the study area that confirm proper implementation of active learning with particular reference to English language teaching classes at grade ten. Thus, the old method focusing on lecture, chalkboard and textbook still prevails and the majority of teachers do not utilize the new approaches. That is the case why the researcher initiated to confirm and investigate the current practice of active learning in the Arada Sub-City, Addis Ababa.

For instance, as Alemu (2010) investigated the use of active learning approaches in the teaching of mathematics at universities in Oromia, Ethiopia, there was a significant gap between what has been indicated orally and the actual status of the implementation of active learning. In his research, he found out that the traditional lecture methods dominated most classrooms although the use of active teaching/learning is emphasized in Ethiopian policies. A series of research studies were conducted on active learning at various educational levels and tried to show their findings. Among these findings, the followings are certain conducted researches at secondary school levels.

Adugna (2005) conducted his study on the practice of active learning methods in grade ten English language lesson at Jardega Jarte Woreda in Horo Guduru Welega Zone Oromiya regional state. In the finding of his study, he revealed that teachers are not regularly using active learning methods.

Girma and Mulu (2016) conducted their study on the implementation of active learning in grade nine English language classes at Wonji Gefersa secondary school, East Shoa Oromiya Regional State. Their finding revealed that group and pair discussions and information exchange are not frequently practiced. Students' participation is very less; nevertheless, lecture method of instructional approach dominated the classes.

Ayele (2017) conducted his study on the exploration of teachers' practices and challenges in implementing active learning in teaching English in Grade Nine at Sodo secondary school in SNNPRS, Ethiopia. The investigation indicated that active learning was not applicable due to poor background of the students in speaking skills, lack of classroom facilities, lack of appropriate teaching materials and lack of deep awareness as to how implement active learning.

Mebratu and Woldemariam (2018) conducted their study on the effects of teachers' perception on the implementation of active learning in EFL classroom at three selected secondary schools (grade nine and ten) in Dewaro Zone at Genna Bossa Wereda, SNNPRS, and Ethiopia. In their finding positive perception of teachers is associated with effective implementation of active learning method in EFL class, whereas, negative perception is directly related to poor implementation of active learning method.

In general, from the research studies investigation views implementation of active learning still require further sensitization. The researcher of this study is curious to investigate whether or not the underlying paradigm shifts in the methods of teaching and learning that have been envisaged in the policy and introduced in the year 2003 to secondary schools are well understood by all groups implementing them, particularly, English teachers, school supervisors and learners in the government-owned high schools of Addis Ababa.

Therefore, the researcher intended to examine the current challenges of practicing active learning approaches in the schools with a view to pinpointing the major gaps and suggesting feasible recommendations to improve the implementation of active learning approaches in Grade 10 English lessons.

1.3 Research Questions

The basic research questions to be addressed in this study include:

1. How is the active learning approach being practiced in Grade 10 English lessons?
2. What are the commonly used active learning methods that Grade Ten English teachers often employ?
3. What are the factors that affect the implementation of active learning methods in Grade 10 English classes at Arada Sub-City secondary schools?

4. What are the key challenges to the implementation of active learning methods Grade 10 English lessons?

1.4 Objective of the Study

1.4.1 General objective

The general objective of the study is to assess the challenges to the implementation of active learning approach in Grade 10 English classes at AradaSub-City secondary schools.

1.4.2 Specific objective

Pursuant to the general objective, this study is specifically intended to:

1. Examine the practices of active learning methods/approach in Grade 10 English classes at Arada Sub-City secondary schools.
2. Explore the commonly used active learning methods that Grade Ten English teachers often employ
3. Identify factors affecting the implementation of active learning strategy in Grade ten English classes.
4. Pinpoint the key challenges to the implementation of active learning methods Grade 10 English lessons

1.5 Significance of the Study

It is understood that, the learner centered method of teaching approach prepares the learners to solve problems, makes them creative and use information from their environment and other sources to make a better life for themselves and society. As a result of this, assessing the status of implementation of active learning approach and identifying the major factors that hinder the implementation of active learning method enable us to give the solution for the problem. Therefore, the results and findings of this are expected to have the significances summarized in the next paragraph. It may help planners, educational officials, and policy makers to be aware of the problem of implementation and thereby to seek solutions. Besides, the study is expected to enable the concerned educational officials and teachers to gain valuable information on implementation method. In addition to that, the study indicated areas that need remedies, and it may create awareness among teachers, educational officials and concerned bodies to take

corrective action. Furthermore, the study may initiate other interested researchers to carry out extensive studies in the areas. Finally, this study may encourage other interested bodies to be involved in strengthening implementation of the approach to practical conditions.

1.6 Scope of the Study

It is useful to investigate the implementation of active learning approach in teaching English subject in secondary schools, at national level or in different parts of the country. However, it is temporally and spatially justifiable that such a research is unimaginable for a single researcher. Thus, the geographic delimitation is narrowed down to Grade 10 English classes in Arada sub-city, and the time is narrowed down to the year 2011 E.C. The reason why the English subject has been selected is that for the sake of being more open for teachers and students to practice active learning approach in the classes and it is also a master key for all subjects except for Amharic, as medium of instruction in secondary schools. However, the boundary of this study has been delimited both in scope and depth. It is restricted to treat the implementations of active learning approach in teaching English in the three selected secondary schools; Agazian No.3, Bethelehem school and Yekatit 66 secondary schools at Arada Sub-City in Addis Ababa as the researcher is working in Sub-City and familiar with the schools and this helped him to get relevant information and collect data easily as well as other information that helped him in the study time. Because of time and financial constraints this study did not include preparatory and primary schools.

1.7 Organization of the Thesis

This thesis has five chapters. The first chapter provides background information about the research topic, states the problem to be researched, sets down the objectives to be achieved by this study, puts forward the research questions to be addressed, lists the significance of the research, delimits scope of the research and briefly explain the limitations to the study with some methods employed to rectify or reduce the adverse effects of the limitations on the quality of the research output. The second chapter presents a brief review of related literatures for the study. Accordingly, the conceptual, theoretical and empirical literatures are presented in relation to the concepts of active learning, student-centered approach and other related concepts. Apart from the review of concepts, pertinent theories about instructional approaches or orientation have been

discussed briefly. The last section of chapter two presents a brief review of related empirical literature on the practices of active learning, factors affecting the implementation of active learning, classifications of active learning methods, and practices of active learning in the Ethiopian context. The third chapter of the thesis presents the methodology of the research. Hence, this chapter starts with presenting a short detail of the study area, and goes on explaining the research design, sampling design and techniques, sources of data, data collection instruments, tools of data presentation and analysis. The fourth chapter presents the results of the data collected for the study with a particular reference to the socio-demographic characteristics of the respondents, the practice of active; active learning methods generally employed in Grade 10 English Lessons; Active Learning methods often used by teachers; challenges encountered while implementing active learning methods; and factors impeding the implementation of Active Learning methods. Finally, the fifth chapter presents the conclusions, key findings and some recommendations.

1.8 Definition of Terms

Active learning: Active learning is a process where a learner takes a dynamic and energetic role in his or her teaching and learning process.

Implementation: putting something into effect or carrying something out (of a class room) by learners and English teachers.

Active learning approach: is a process where learners actively involved in teaching and learning activity.

Secondary school: the upper of a divide recognized secondary school, comprising usually grade 9 to10 for time being. But starting this year and onwards according to Education Road Map secondary schools include grade 11 and 12.

Supervision: a system in the operation with distinct purposes, competencies and activities.

Supervisors: Are those persons providing professional support to schools' community including schools principals and teachers.

Class size: number of learners regularly scheduled to meet in administrative and instructional unit.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. INTRODUCTION

This chapter focuses on a brief review of related conceptual, theoretical model and empirical literatures and research findings. The conceptual part shortly explained about the main concepts in relation to active learning whereas the theoretical model based on literature provides justification to the instructional approaches or method. Empirical literature reviewed the basic research findings on the praxis of active learning in secondary schools. Finally, this section also reviewed perceptions and reactions on active learning, and factors that may affect the implementation of active learning in English subject at secondary schools in general and at Ethiopian high schools in particular.

2.2. Definitions and Concepts

2.2.1. Active Learning

Active learning is a broad strategy that includes such techniques as substituting active learning exercises for lecture, holding students learning responsibility for the materials that have not been explicitly discussed in class assigning open ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in stimulating and role play (Leu,2000).

Active learning involves providing opportunities for students to talk, listen, write, read, and reflect meaningfully on the content, ideas, issues, and concerns of an academic subject. Several activities to aid student learning can be performed in a classroom including group discussions and quizzes (Amran, Yokoyama, and Nishino, 2016).

Active learning engages students in learning, using activities such as reading, writing, discussion, or problem solving, which promote analysis, synthesis, and evaluation of class content. Students' learning interest increases when active learning methods are employed in the classroom. Active Learning Strategies help to initiate learners and teacher into effective ways to help learners engage in activities based on ideas about how they learn (Shaikh and Algannawar, 2019).

Therefore, active learning is defined as activities where students do more than just listen. The learners must read, write, discuss, or be engaged in solving problems. Most important, to be actively engaged, students must engage in higher order thinking tasks such as analysis, synthesis, and evaluation (Bonwell&Eison, 2003)

2.2.2. Student-centered approach

The student-centered instruction is a kind of teaching that; engages students in the strong, complex work of learning, inspires and giving official permission for the students to make them independently problem solver and enhance them some domination over the learning processes, motivates co-operation, recognizing the classroom almost or very nearly real as a structure where everyone shares the learning agenda, encourages the students' reflection on the topic that they are learning and how they are learning it, and includes very detailed learning-skills instruction. The role of teacher in this case should be a facilitator and resource for students to produce a conducive environment for teaching and learning process (Adamu, 2014).

2.3. Theories of Learning

Theories are a systematic body of knowledge that allows us to understand, explain, and predict phenomena in a given area. Theories are useful because they provide a basis for thinking systematically about complex problems, such as what is the best way to teach children in different subject areas or what is the best way to lead for a learning community. Theories allow us to do useful things such as describing what is going on, explaining and predicting behavior, predicting future behavior under given circumstances and exercising control over events (Sackney and Mergel, 2007).

In light of this definition, the three theories of learning (i.e. behaviorism, cognitivism and constructivism) are discussed hereunder.

2.3.1. Behaviorism

Behaviorism is based on observable changes in behavior as a result of repetition. Learning as a relatively permanent change in behavior is formed due to the connection between a stimulus and a response. Hence, the theory focuses on new behavioral patterns being repeated until the behavior becomes automatic. Yet, there are differences among the theorists as to how learning

occurs among the learners. For instance, Pavlov in its classical conditioning theory emphasizes on the importance of stimulus to solicit response so that learning occurs gradually, Ivan Pavlov (in Halpern & Donaghey, 2002:1459). On the other hand, Skinner emphasizes on the operant behavior and reinforcements to cause changes in the observable behavior and to shape or make some modification to the behavior to guide learning (Blackbourn, & Chessin, 2006:190, as cited in Adamu, 2014).

2.3.2. Cognitivism

Unlike the behaviorists who explain human activities by means of stimulus and response, cognitivists explain intellectual capacities by postulating inner mental states which combine semantic content and causal power to affect behavior and the subsequent learning. The key concepts of cognitive theory are briefly discussed as follow.

Schema is an internal knowledge structure whereby new information is compared to existing cognitive structures. *Three-stage information processing model* explains that input is first entered into a sensory register, then processed into short-term memory, and then transferred to long-term memory for storage and retrieval. *Sensory register* receives input from the senses which last from less than a second to four seconds and then disappears through decay or replacement. *Short-term memory (STM)* – Sensory input that is important or interesting is transferred from the sensory register to the STM. Memory can be retained here for up to 20 seconds or more if rehearsed repeatedly. *Long-term memory and storage (LTM)* can store information from the STM for long term use. Long-term memory has unlimited capacity and some information can be forced into LTM by rote memorization and over learning. Deeper levels of processing such as generating linkages between old and new information are much better for successful retention of material. At any rate, learning can be easier or difficult in the context of this theory and the scenarios are discussed in the next paragraph.

Meaningful effects represent the scenario that meaningful information is easier to learn and remember. If a learner links relatively meaningless information with prior schema it will be easier to retain it. *Serial position effects* state that it is easier to remember items from the beginning or end of a list rather than those in the middle, unless that item is distinctly different.

Constructivism

Constructivists view the learner as being more actively involved in knowledge creation. In constructivist theory learning is viewed not as sequential and linear, but as integrated and complex (Foote, Vermette & Battaglia, 2001).

As a result, from a constructivist perspective, learning involves the learner in sense-making activities that are shaped by prior knowledge and experiences, that occur through social interaction and that are contextually situated.

According to constructivist learning theory, activities are structured so learners create and control the development of their own learning (Sackney and Mergel, 2007).

Constructivist theory claims that: learning is constructed from experience; learning is a personal interpretation of the world; learning is an active process in which meaning is developed on the basis of experience; conceptual growth comes from the negotiation of meaning, the sharing of multiple perspectives and the changing of our internal representations through collaborative learning; and learning should be situated in realistic settings and testing should be integrated with the task and not used as a separate activity (Merrill, 1991).

Hence, constructivism can be examined in light of four principles. First, knowledge is based on past constructions (i.e. we can only know the world through our frame-works that helps us to organize and interpret our perceptions). Second, constructions arise through assimilation and accommodation. Third, learning is an organic process of invention, rather than a mechanical process of accumulation. The learner actively creates knowledge and does not passively receive it from the environment. Fourth, meaningful learning occurs through reflection and resolution of cognitive conflict. Constructivists' believe that deep learning occurs during periods of confusion, novel situations and over an extended period of time. In essence, cognitive dissonance is important in instigating thinking (Fosnot, 1989).

Apart from the above theories of learning, it is important to look at the theories or orientations of the whole teaching-learning (instructional) process as lightly discussed below.

2.4. Instructional Theories/Orientations

Though the following theories are more similar to the theories of learning discussed above, they tend to look at teaching and learning simultaneously rather than focusing on the learning of the students.

2.4.1. Behaviorist/Objectivist/Instructive Orientation

In the first half of the twentieth century, the dominant form of pedagogy was almost entirely teacher-directed instruction together with heavy use of textbooks, drill and practice. The focus was clearly on mastery of subject matter and little thought was given to how best to facilitate such learning in students.

In every lesson, teachers tended to lecture and demonstrate first, then set their students related deskwork to do. No one questioned whether the method was effective; it was the tradition.

Instructivists/objectivists firmly believe in the value and efficacy of direct and explicit teaching, particularly for achieving certain goals in education. They consider that it is not only possible but also highly desirable that learners follow a structured course in which important information and skills are presented in an orderly and sequential manner, practiced, assessed and reviewed regularly. Moreover, instructionist/objectivist, in contrast to constructivist, is more teacher-focused and concerned with effective transmission of information and skills from teacher to learner. This approach is also referred to in the current professional literature as ‘explicit instruction’. Some writers even see this as simply being what we tend to call ‘traditional didactic teaching’.

To its extremist level, instructivism holds the notion that teaching is just a matter of giving facts to students. Instructivist classes work in transmission mode. This means that the flow of information is one way, from the teacher to students. The students are simply passive receivers of knowledge. In current learning science, the opposite pole from extreme directedness is *student agency*. As hard as some teachers may work at inculcating knowledge and skills, others may work equally hard at enabling and motivating students to assume responsibility for the attainment of cognitive goals. And exercising a high level of agency in dealing with knowledge

is at least as hard work for students as mastering the content and tasks set out by a demanding teacher.

2.4.2. Constructivist Orientation

Constructivism is a theoretical framework that considers knowledge to be acquired through an active process in which learners construct new ideas and cognitive information based upon their current and past knowledge and experience. The constructivist approach to teaching and learning is based on the epistemological premise that an individual learner actively creates knowledge and skills through individual and social processes of interaction with the environment. Thus, knowledge is derived from a dynamic and reciprocal exchange of environmental stimuli (the external factor) and the individual's own cognitive processing mechanisms (the internal factor).

There are now many different forms of constructivism, but each of them embraces several basic tenets. In general, according to constructivist approach to learning, knowledge cannot be *transmitted* from one individual to another individual in any mode. Knowledge is *built* by the learner using internal cognitive processes acting on stimuli from the environment. The result is a mental representation, or model, of the "real world" that can be used to solve problems. These representations or models may be well defined or they may be ill defined. In any event, as the learner continues to learn, they will be modified and refined. Of course, this means that it is the **learner** who is responsible for the learning that occurs. It also means that all we, as teachers, can do is to help the learner to learn. In addition, constructivists believe that the learner's process of building new knowledge starts with a foundation of everything that is already known by the learner. The learner is *not* simply a blank slate (*tabula rasa*) on which experience writes the new lessons being learned. They stress the essential role of activity and firsthand experience in shaping human learning and understanding. Constructivists recognize that learning can only occur to the extent that new information links successfully with a learner's prior knowledge and experience. They also believe that learning is greatly enhanced by collaborative social interaction and communication. In other words, discussion, feedback and sharing of ideas are powerful influences on learning (Fosnot, 1996; Richardson, 2003; Yilmaz, 2008).

Principles of constructivism strongly hold that there is a natural commonsense appeal to the notion of learners constructing their own knowledge through their own endeavors, because most

of what individuals learn in everyday life clearly comes from personal discovery and experience, not from instruction. Constructivism has brought with it a whole new set of terms – learning has become **‘knowledge construction’**; a class of students has become a **‘community of learners’**; **‘learning by doing’** has become **‘process approach’ or ‘experiential learning’**. In addition, giving students support in the form of hints and advice has become known as **‘scaffolding’** (Phillips, 2000; Richardson, 2003).

Constructivist theory has had a considerable impact on teaching and learning. School staff using constructivism attempt to change the context within which students learn. In such schools students are provided authentic learning experiences in a collaborative environment and reflection and experimentation are encouraged.

In these environments learning is at the heart of teaching. In the process of encountering new experiences and through reflective interpretation, the individual learns and comes to know (Sackney and Mergel, 2007).

2.5. Instructional Approaches

Actually, there are series of approaches or designs of instructions to be employed in the teaching-learning process and with their underlying justifications.

2.5.1. Teacher-Centered Approach

In the teacher- centered method, the teacher is at the centre of the classroom activity. The teacher has been thought to hold most of the knowledge necessary for students to be successful. In this approach, the teacher use the lecture method “chalk and talk” or other methods of teaching in which he/she in active and the students remain passive. When the teacher asks questions, the students were usually expected to recall or repeat information from the lecture or from the text books. This is thought to be the most effective method of teaching in order to get most of the information to the students (Borich, 1998).

However, many scholars in the field of pedagogy emphasize its disadvantages rather than its advantages. Accordingly, the following points are some of the shortcoming mentioned by scholars. Since traditional approaches have no variety, they became monotonous and boring. The

learning process depends on the talking of teacher where the learner becomes a passive listener. Moreover, it inhibits active participation and research ability of the learner and encourages him or her to be submissive (Yallow, 2000). The teacher-centered method gives emphasis to the teacher as a knowledgeable person of the subject matter. Although the role of the subject matter specialist cannot be underestimated, equally important factors are the students and their experiences whose role have not been recognized. Yet, the recognition of students' activities in learning does not go beyond lip service by educational authorities. It focus on content, emphasizes knowing what students work as individuals and often in competition with each other. Students are highly dependent on the teacher's activities and learning objectives are imposed; lecture dominates as the mode of curriculum delivery (Leu, 1998; Desta, 2001).

Thus, traditional approach ignores the students' mental level of interest of the students. It involves coverage of the context and rote memorization on the part of the students. It did not involve students in creative thinking and participation in the creative part of activities. Most of the time, during teaching learning process, instruction remain unilateral which is and consider to be orthodox activity.

2.5.2. Student-Centered/Active Learning Approach

The traditional instructional approach that focuses on rote memorization, passive learning and lower order thinking is found to be incompatible with learner-centered approach that promotes 'knowledge construction' with active engagement of the learners. Student-centered approach needs flexible learners who are self-directed and capable of higher order thinking (Nardos, 2000).

The shortcoming of teacher-centered methods has led to bring about changes for the new learner-centered or active learning. The new methods pave the way for learner's active participation under the guidance of the teacher or in a personal initiative forms. This approach adheres to the strong assumptions of the learners to be active rather than to be passive. In fact learning in this approach is associated with doing. The learner is actively involved, so that there can be more connections with the past learning and between new concepts (Desalegn, 2014).

Therefore, the up-and-coming trends changed the traditional approach and adopted the student-centered approach which is moral and more focus on innovative activities and knowledge acquisition. It seems more feasible to follow constructivist approach for the teaching of English secondary and tertiary levels and constructivist is more feasible in engaging the students in innovative and creative activities (Khalid and Khalid and Azeem, 2012).

The learner-centered approach is sometimes called the indirect approach. The learner-centered approach or indirect teaching requires developing feeling for the appropriateness or various technique and methods for various kinds of learning situations, and expertise in a large variety of methods as well as good command of the subject matter. Changes are built one upon another. This approach focuses on process, emphasizes knowing how, students work independently in groups and teams collectively and cooperatively.

Teaching sessions are flexible and are not always classroom based. Teacher is facilitator and a resource for students in a learning partnership (Ellis, 1995).

2.6. Active Learning Methods

Active learning methods are merely tools to achieve the important goals of allowing students opportunity to think and construct knowledge through their interactive activities with teachers, students, the school community and the outside socio-economic, cultural and political environment. Active learning method is known by different terminologies like “Student-centered method”, “interactive learning method”, “participatory learning methods”, etc. Both terms can be used interchangeably. The logic behind using active learning methods is that, therefore, knowledge cannot be transferred from the teacher to the student; instead knowledge can be generated through a systematic interaction and involvement of students in the teaching-learning process.

In line with, there are several methods or tools to be employed in the contexts of different subjects and curricula of different countries. Though the method to be applied in different contexts are quite lots, some of the common active learning method are explained hereunder with due attention to the English subject curricula at secondary education level.

Inquiry learning: it is a learning method that places a great emphasis on a process of learning. In this method, students learn by conducting an investigation. The experience itself is important than the results that are found. Inquiry experiences can take place in the classroom, in the library, or outside on a field trip. In inquiry learning, there must be a problem to solve, questions to ask and data to collect. The basic idea behind inquiry learning method is that all people have a natural instinct for curiosity when come across any problem (Kaplan, 1990). Anyways, this method is widely used in lessons of subjects or disciplines in natural, health and social sciences. It is also used as a method of instruction in law schools. Yet there are rooms to apply this method in language teachings, for instance, telling a story of medium difficulty to understand and asking learners to find out the gist or the moral of the story.

Discovery learning

Instead of just memorizing certain facts, students will be interested to discover the facts and the information will stay with every individual for longer period of time.

Thus, the student will learn how to learn. The discovery method of teaching is a frequent description of mode of instruction that is contrasted with other forms of instruction like traditional expository, guided didactic, teacher-centered, deductive or dogmatic. Discovery learning is the opposite of reception or being told or being passive. It is commonly equated with inductive learning when the subject proceeds from the specific to the general (Desalegn, 2014).

Problem-Solving

Learning through problem solving focuses on activities that are relevant and useful to the life of the learners than just learning by memorizing of facts that may have no connection with their life. Problem solving is not a single stratagem rather than it is a general strategy in which many different techniques are found. Problem-solving is a process of producing or closing a perceived problem gap. Where solution is proposed, its effect on reducing the gap can be evaluated and adjustments made accordingly, which is known as means-end analysis. In the process of problem solving activity, the most important thing is that pupils should generate more ideas about the stated problems for the major stages of the process (ICDR, 1999).

Role-Play

Role-play is all unrehearsed dramatization, which involves presenting a small spontaneous play that describes possible situations. In role-play, students rely on information in the classroom and real life. They are not passive recipients of the teacher's knowledge; rather, they take an active part (Melese, 1999). This is an important method which can be applied in many scenarios in English lessons.

Brain storming

Brain storming is a technique in which students generate as many ideas as possible about a topic that everyone's response is acceptable. Storming helps the teacher together ideas from students compare and say in the lesson and come to a common conclusion (Melese, 1999).

Field Trip

It may include variety of methods like field visit, attachment and inter relationship. This method involves moving the learners out of the classroom. It aims at promoting the experience of the learners and assisting them to acquire knowledge and skills directly from the real world.

It requires selecting appropriate and relevant topic, meticulous planning and guidelines, arrangement and cooperation of most organization and sometimes material imputes (Melese, 1999).

Panel Discussion

Panel discussion is one of the participatory methods of instruction. In panel discussion or debates, there are generally two sides, each with opposing views. Using, a question or proposition is put forward and each side takes it in turn to speak for or against the assumption. The participants (learners) are mainly concerned with destroying one another's arguments or putting forwards opposing interpretations of evidence under review during the debates (Desalegn, 2014). By using this method, different topics may be picked up to teach various aspects of the English language and the four basic language skills.

Group Work

Group work is a part of collaborative strategies of teaching learning. It is one of the best ways of encouraging active learning by arranging the learners' work together in groups. One of the key ways to attain a feeling of safety and security is to be connected to the other people and to feel included in a group. This feeling of belongingness enables students to face the challenges before them. When they are learning with others rather than alone, they have the emotional and intellectual support that allows them to go beyond their present's levels of knowledge and skill. Placing students in groups and giving them tasks in which they depend on each to complete the work is a wonderful way to capitalize on the social needs of the students (Silverman, 1996). Obviously, this method is usually implemented in many lessons of English language.

Discussion

Discussions help for a two-way exchange of information among or between students while working together in pairs or in a small group. Students actively involved in talking to one another in a group or to each other. So, one of the important learner-centered activities is discussion in the classroom. Discussion can be organized by groups or for the whole class. There are three kinds of discussions: prescribed, guided and open. Prescribed discussion is characterized by predetermination of ideas concerning the content and outcome of the discussion by the teacher. There should be the intervention of the teacher where appropriate to steer the discussion along the line he/she wishes. At last, the teacher summarizes the results of the discussion, emphasizing to the direction, which he/she wishes to reach. Generally, discussion is the most widely used technique of instruction, especially as active learning approach (Desalegn, 2014). Unequivocally, this method is somehow used in many lessons of English language in the schools under study.

Peer-Teaching

Peer-teaching is a participatory, active and democratic strategy integrated into the students own experiences that result in deep learning. Peer-teaching involves occasional use of students in the class who have experiences because of their good back ground in a particular area. Peer-teaching is also appropriate method of teaching to apply methodology in training program. The merit of

peer-teaching is that each group or member benefits from each other's activities, sharing the experience. Peer-teaching can solve the problem of large class size and it may release teacher's time for personal research (Bennet et al., 1996). This is an important method which can be applied in many scenarios in English lessons.

Project work

A project is an activity carried out by an individual student or group of students in a more natural and free environment than that of an everyday classroom. Project work can bring in to the classroom aspect and dimensions of life that the text books or other instructional materials do not. A project can emanate from the classroom or at home depending on the role that the teacher plays in the origin of project. In other words, whatever is the original conception of the material that goes in to the project belongs to sources outside the classroom. In project method, task or topics are selected, worked, organized and presented to the class. The teacher may employ project method to directly enhance classroom teaching, when he/she chooses areas that are part of his/her work in the class (Mukalel, 1998). Similarly, a project work may be set either as an individual task or as a small group undertaking (Walklin, 1987).

2.7. Empirical Studies on Active Learning

2.7.1. Factors Affecting the Implementation of Active Learning

It is summarized in a research conducted by Niemi (2002) that according to the teachers' perspectives, the obstacles to implement active learning were: too much content in the curriculum and the shortage of time; large class sizes; unsuitable learning situations and resources; the students' lack of understanding of their meta-cognitive abilities; the negative attitudes of some teachers towards active learning; and the parents' traditional expectations regarding teaching and learning. The students' perspectives of active learning hindrances were related to the following, namely poor training; a lack of sufficient time; the large class sizes; weak learning situations and resources; the students' lack of understanding of their meta-cognitive abilities, and problems within the peer groups; the lack of the teachers' willingness to change their traditional ways of teaching; their lack of interest in the students' learning; and the lack of support from the parents.

However, the factors that affect the implementation of active learning in a school setting can be categorized into two. These are human and non-human related factors. The categories of the factors are briefly discussed hereunder.

A. Human Related Factors

Teachers' Training

Training of teachers is a crucial factor among others that affect the implementation of active learning, since the teacher is the final decision maker in respect of the actual learning opportunities to be provided to the students. If teachers lack knowledge of active learning methods with the required new roles and commitment, implementation of active learning will be seriously hampered (Frazee et al., 1995).

Hence, provision of pre-service or in-service teacher training is essential to acquaint teacher trainers with learner-oriented (active learning) teaching-learning methodologies. In line with this idea the Education and Training Policy of Ethiopia emphasizes new teacher education and training packages which are strongly practice-oriented at all levels of training, so that graduating teachers attain the necessary skills and a positive attitude in the application of variety of methods (ICDR, 1998). In general, even though, the policy advocates active learning, there is a gap between theory and practice. Thus, teacher education needs to model class room teaching skills and methods that reflect and go in line with the Education and Training Policy (Abiy, 2017).

Supervision and Support

Supervision is the service provided for the purpose of improving teaching and learning process in general and the implementation of active learning in particular. The effectiveness of supervision depends on the skills and competence of supervisors in working with the entire staff, classroom teachers and administrators. Supervision is a cooperative service designed to aid teachers rather than to report teachers (Desta, 2001).

Studies support the role supervision carried out by the school principals and supervisors who are mainly responsible to make follow-ups on how the teaching and learning processes takes place in schools. It is important to understand that; supervision is a type of educational service rendered

by a variety of school officials, principals, directories and head of departments and general and special supervisors. The scope of goal-centered supervision is aligned to the growth and achievements of pupils which in turn depends on: the pupils' internal capacities and past achievement, the teacher-personal qualities knowledge of subject matter, skill in teaching and etc, the curriculum its social utility, interest, value, difficulty value and etc, and the materials of instruction, textbooks, teachers' guides and supported materials (Desalegn, 2014).

Interest of Learners

Learners' interest is very decisive in applying any new approach in teaching and learning process. Otherwise, whatever kinds of applying new approaches cannot success educational objectives (Desalegn, 2014).

B. Non-Human Related Factors

Class Size

It refers to number of learners regularly scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher. Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning (Desalegn, 2014).

The physical environment in a classroom can make or break active learning. Of course, no one set up or class arrangement is ideal; rather there are many options. The interior decorating of active learning is fun and challenging, especially when the furniture is less than the ideal. In some cases, furniture can be easily rearranged to create different set ups. If the furniture is movable, it could be possible to use different layouts for active learning even in the most traditional classroom environments. The same author has suggested ten different types of classroom layouts, which facilitate active learning approach. These layouts include: U shape, team style, conference table, circle, group on group, and work station, break out groupings chevron arrangements, traditional class room and auditorium (Silverman, 1996).

Over crowdedness of classroom is one of the two highly observed critical problems of education in Ethiopian context. This problem has hindered student follow up, student participation, teacher-student communication and feedback in the classroom (Amare, 1998).

Instructional materials

Instructional materials are all those materials that the teacher brings in to the classroom from time to time to facilitate the instruction and to make work more creative and effective. The instructional materials that help the teacher and students as resourceful devices in the teaching and learning practices can be categorized in to three categories: visual aids, audio aids and audio-visual aids. Instructional materials help the teacher add a new and concrete dimension to classroom teaching. Thus, introducing teaching aids to the classroom helps to add a new dimension of teaching (Makulel, 1998).

Instructional materials may be commercially available to prepare by students and teachers. In broader terms, the problems of instructional materials may involve a shortage of textbooks, teacher's guide, pedagogical centers, libraries, reference books and so on. The presence or absence of these materials may facilitate or hinder the implementation of active learning in the classroom (Desalegn, 2014).

Apart from the aforementioned two categories of the factors, another work by Adamu came up with a review of the factors to be categorized into three. Based on the review of findings of empirical studies on the implementation of active learning in high schools and tertiary level education, Adamu (2014) concluded that most of the challenges to the implementation of active learning are not directly related to the nature of the active learning-teaching methods, but that they are caused by three main sources. These sources are, namely school-related factors (such as the lack of resources, poorly-organized schedules, the lack of a conducive teaching environment, and an irrelevant curriculum that does not address the needs of the students); teacher-related factors (such as poor training in active learning strategies, the lack of experience, and the lack of enough time to prepare the lessons according to the active learning approaches); and student-related factors (such as a lack of enough experience in active learning, the lack of interest, and the lack of self-confidence for involvement in active learning).

2.8. Summary of literature and research gap

Desalegn (2014) on practice active learning, all learning is inherently active and that students can learn to extent that they are actively involved in it. As Alemu (2010) investigated the use of active learning approaches in the teaching of mathematics at universities in Oromia, Ethiopia, there was a significant gap between what has been indicated orally and the actual status of the implementation of active learning.

With regard to factors affecting the implementation of active learning, Niemi (2002) stated that from the teachers' perspectives, the obstacles to implement active learning were: too much content in the curriculum and the shortage of time; large class sizes; unsuitable learning situations and resources; the students' lack of understanding of their meta-cognitive abilities; the negative attitudes of some teachers towards active learning; and the parents' traditional expectations regarding teaching and learning. From the students' perspectives of active learning hindrances were related to the following, namely poor training; a lack of sufficient time; the large class sizes; weak learning situations and resources; the students' lack of understanding of their meta-cognitive abilities, and problems within the peer groups; the lack of the teachers' willingness to change their traditional ways of teaching; their lack of interest in the students' learning; and the lack of support from the parents.

With regard to human factors, Frazee et al. (1995) noted that if teachers lack knowledge of active learning methods with the required new roles and commitment, implementation of active learning will be seriously hampered.

On supervision and support, Desta (2001) found out that the effectiveness of supervision depends on the skills and competence of supervisors in working with the entire staff, classroom teachers and administrators. Supervision is a cooperative service designed to aid teachers rather than to report teachers. Desalegn (2014) the scope of goal-centered supervision is aligned to the growth and achievements of pupils which in turn depends on: the pupils' internal capacities and past achievement, the teacher-personal qualities knowledge of subject matter, skill in teaching, the curriculum social utility, interest, value, and the materials of instruction, textbooks, teachers' guides and supported materials.

With regard to non-human related factors, Desalegn (2014) noted that the classroom size has its own impact in facilitating or hindering activities of teaching and learning. On instructional materials, Makulel (1998) found out that the instructional materials that help the teacher and students as resourceful devices in the teaching and learning practices can be categorized in to three categories: visual aids, audio aids and audio-visual aids. Instructional materials help the teacher add a new and concrete dimension to classroom teaching.

Adamu (2014) concluded that most of the challenges to the implementation of active learning are not directly related to the nature of the active learning-teaching methods, but that they are caused by three main sources. These sources are, namely school-related factors, teacher-related factors, and student-related factors. As per the knowledge of the researcher, there are no empirical findings related to this topic in the context of this topic in Arada Sub-City Governmental Secondary Schools. Therefore, the aim of this research was to study the praxis of active learning approach in grade 10 English classes at Arada Sub-City of Addis Ababa.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Study Area Description

In Addis Ababa City Administration, there are ten Sub-Cities. Among the Sub-Cities, Arada Sub-City is located in the central part of Addis Ababa, and this Sub-city has ten Weredas which contain six governmental secondary schools and two preparatory schools. Among six governmental secondary schools, Betelhem, Agazian No.3, and Yekatit 66 secondary schools were selected by random sampling method to conduct survey study providing equal chance of being represented. As per Arada Sub city Educational Office information desk, these six governmental secondary schools do have a total number of 320 teachers, 4,185 students, 23 principals and two supervisors. Out of the 320 teachers, 35 teachers are English teachers teaching English at grade nine and grade ten in all six secondary schools. From 35 English teachers 28 are male and 7 teachers are female.

3.2. Research Design

The research design was descriptive survey. As stated by Best and Kahn (1992), descriptive survey research design is appropriate to collect data from a relatively large volume of sample that can be analyzed for frequencies, averages and patterns. In this regard, first of all, the scope of the study was identified in light of the research questions and objectives set. After that, the target population and the sources of the data for the study were identified. The target population of this research was the Grade 10 students, English teachers, principals and supervisor in the selected three schools from Arada Sub-city. However, because of time and resource constraints, acceptable numbers of the students were sampled for the study. The description of the target population obviously played crucial role in the sampling design. For the purpose of sampling, the researcher employed the probability sampling technique. From the nature of the target population, the data were collected from different sources by using different data collection instruments. Hence, questionnaires, interview schedules and observations were prepared and employed. The types or nature of the questions, points of discussions and areas of observations were determined by the research questions, objectives of the study.

The aforementioned data collection tools were used to collect quantitative and qualitative data for the study. Next to the data collection tasks, the data organization activities followed. As was expected, the methods for the data organization depended on the type of the data (i.e., qualitative or quantitative). For the quantitative data, the SPSS-version 22 software was used so that the filled data to the software were organized into graphs, charts, figures and tables. Then, the organized data were discussed and analyzed by using descriptive statistics such as frequency distribution, and percentages. For the qualitative data, explanatory statements or paragraphs were used to organize and analyze the data. Depending on the discussions and the analyses made, conclusions and recommendations were put forward.

3.3. Source of Data

The main sources of data for this study were primary and secondary sources. Primary sources are firsthand information from the sampled students. Among these types of primary sources the researcher used teachers, students, supervisors and class observation as primary source. The secondary source of data for this study was school documents. Likewise, other literature or documents were used as secondary sources in this study.

3.4. Sample Design

For the purpose of sampling, the ten Sub-Cities with their respective government-owned secondary schools were made up to constitute ten clusters. From among the ten clusters, one cluster (i.e the Arada Sub-City) was purposively selected in order to make the collection of data easy. After the selection of one cluster, the six government-owned secondary schools were made to form strata by sex and age. Next to that, three of the six secondary schools were selected by simple randomization to give equal chance for all the six schools to be represented. The selected three secondary schools were Betelhem, Agazian No.3, and Yekatit 66 Secondary schools. Out of the total number of 817 Grade 10 students: Betelhem secondary School has 501 students, Agazian No.3 secondary School has 166 students and Yekatit 66secondary School has 150 students. Finally, a sample of 270 students was taken from all the three schools using proportional simple randomization. When the sample is disaggregated by school, based on Morgan's sample size determination formula 165 students were selected from Betelhem; 55 students were selected from Agazian No.3 and 50 students were selected from Yekatit 66. The

sample size determination formula used to form the sample respondents in the three secondary schools is the Morgan's sample size determination formula as indicated below.

Sample size (n) is computed as:

$$n = \frac{N}{1+N(e)^2}$$

Where, n=Sample Size

N= Sample Frame

e= Confidence Level

e= (0.05) for this study 0.05 was chosen for the confidence interval at 95%.

With regard to principals, English teachers and supervisor; 17 English teachers, three principals and one supervisor were selected using convenient sampling technique.

3.5. Research instruments

The instruments (tools) that were used to collect the necessary data included questionnaire and interviews schedules.

3.5.1. Questionnaires

The items questionnaires used in this study were closed. Two questionnaires were prepared and dispatched to be filled by the selected students and Grade nine and ten English teachers. These questionnaires were designed to collect data from: Grade 10 students, all English teachers found in the three secondary schools and interview for three principals and one supervisor. Finally, by observation, check-list for classroom teaching and learning process from sample secondary schools. Except the questionnaires for students which shall be translated to the Federal language Amharic in order to convey information without difficulties, all data collecting instruments were prepared in English language. The questionnaire has six sections; section one: respondents' background information, section two: the practice of Active Learning strategies, section three: Active Learning Methods/Tools, section four: challenges of Active Learning, section five: Perception of Teachers on the current Practices of active learning and section six: The frequency to which extent the teachers use different active learning strategies in the classroom.

3.5.2. Interview schedules

Interview schedule was used to collect information from one supervisor and three school principals out of the total 11 directors. The interview was conducted to collect in depth information about the research topic. This was important to discover supplementary information to the main task (direct observation). Through interview valuable information about the classroom activities, teachers and their opinion regarding issues, relating to the use of active learning method was obtained. Interview schedule was prepared based on document analysis that found in the sample schools.

3.5.3. Classroom observations

Relevant data related to classroom observation were collected through the completion of observation/interaction analysis record sheets. As neatly stated in the introduction part, classroom observation using observation/interaction analysis record sheet was one of the tools for the data collection. The class room observations were conducted in seven sections. The selection of classes was based on the period of youngster English teachers for the sake of teachers currently getting modern training style at higher education. So, five sections were selected from Betlehem, one from Agazian No.3 and one section from Yekatit 66 Secondary school. Observation was conducted three times in each section, to confirm whether the active learning approach practically implemented or not.

3.6. Procedures of Data Collection

The researcher adopted the following steps in collecting the data for the study. First, relevant literatures were reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to guide the direction of the study. Third, data gathering tools were developed and piloted. Then, the researcher prepared adequate 262 questionnaires for student respondents, 17 questionnaires for English teachers, interview guides for three principals and one supervisor in line with the basic research questions and objectives of the study. Then, the researcher asked the consent of respondents through letter of recommendation written from Addis Ababa University to the organization. After the consent and appointment date, the researcher distributed the questionnaire for students of Dejachmach Belay Zeleke Secondary School for pilot test. Next, the researcher collected the questionnaire from the respondents and checked for respondents' understanding of the questionnaire. Then, the researcher made some modifications

to open or vague questions that were to be presented to the respondents. Finally, the researcher conducted an interview with five English teachers and supervisor of the selected school and the Arada Sub-City Educational Office.

3.7. Pilot Test

The reliability of the items in the questionnaire was tested using the data collected from none sample respondents and reliability analysis was checked by using Cronbach's alpha formula. Furthermore, content validation of the instrument was carried with the advisor and some colleagues of Addis Ababa University educational leadership students comment. A pilot test was carried out to pretest reliability of the instruments. It was conducted on 25 students of Dejazmach Belay Zeleke secondary school which is out of the sample schools. Reliability of the instrument was checked using the Cronbach's alpha results include: 0.754 for the practice of Active Learning in the schools, 0.530 Active Learning methods used in English lessons, 0.724 for challenges for encountered while implementing Active Learning, 0.632 for reasons for not implementing Active Learning methods, and 0.742 for student centered leaning/teaching strategies/methods used by the English teachers.

3.8. Data Analysis Method

Once the data were collected, different techniques of data organization, presentation and analyses were used based on the type of the data. For the quantitative data, the SPSS-version 22 software was used so that the filled data to the software were organized into graphs, charts, figures and tables. Then, the organized data were discussed and analyzed by using descriptive statistics mainly frequency distribution, percentages, measures of central tendencies and dispersions. For the observation and interview, explanatory statements were used to present and analyze the data.

3.9. Ethical Considerations

The target population of this research work is mainly Grade 10 students of the three secondary schools in the Arada sub-city. Since these students were not of maturity age, it was crucial to secure consent from the school authorities so that the process of data collection could go smoothly. Besides, these sampled students were well informed that their identity and responses will remain confidential and the purpose of collecting data from them was solely academic

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1. Introduction

This chapter of the thesis focuses on the presentation, analysis and discussions of the data collected from the sampled respondents. In order to ensure the coherence and easy understanding of the presentation, the data are categorized into two: The first part is concerned with the description of the background personal characteristics of the respondents and the second part is concerned with the analysis of the main data. Thus, the categorized and organized data were presented and discussed hereunder in tabular and chart formats.

4.2. Socio-Demographic Characteristics of the Respondents

Different groups of respondents were included in the study to diversify the sources of information. Accordingly, one school supervisor, three school principals, 17 English teachers' and 270 students were involved in the study from secondary schools Arada Sub-City, Addis Ababa. There were, (291) sample respondents. The questionnaires were distributed for 287(98.6%) sample respondents of English teachers and students. Besides to this, Arada Sub-City education office supervisor and three principals of sample secondary schools were also interviewed in order to make detailed the information. However, 97.2 % (279) of questionnaires were filled and returned correctly and 2.8% (eight) of the respondents did not appropriately return the distributed questionnaires. Eight students did not complete the provided questions to them. From the total respondents those filled and returned the questionnaires the school English teachers comprise 100% (17) and students comprise 97.2% (262). Furthermore, in order to get basic information of the school on the implementation of active learning approach in teaching English classroom observation on seven classrooms were conducted by using prepared check lists. So that, the data collected from different groups of respondents through different tools were analyzed and interpreted.

4.2.1. Age and Sex of the Respondents

The socio-demographic characteristics of the respondents were depicted in Table 4.1 below. As indicated in the table, 15 (5.7 %) respondents were 15 years old, and 10 (3.8%) of them were males and five (1.9%) were females. Ninety (34.4%) respondents were of 16 years age, and 46

(17.6%) of them were males while 44 (16.8%) were females. Ninety five (36.3%) respondents were of 17 years age, and 48 (18.4%) of them were males while 47 (17.9%) were females. Forty six (17.6%) respondents were of 18 years age, and 24 (9.2%) of them were males while 22 (8.4%) were females. 16 (6.1%) respondents are of 19 years and above old, and 11 (4.2%) of them were males while five (1.9%) were females. Therefore, of the total 262 respondents, 139 (53.1%) respondents were males while 123 (46.9%) respondents were females. Likewise, among the male respondents, the majority (94 respondents) falls under the age category of 16 and 17 years old, and among the female respondents, the majority (91 respondents) falls under the age category of 16 and 17 years old. From the age and sex composition, it can be inferred that the majority of the respondents of both sex were in their school age, and the sex balance somehow maintained and suggests that respondents are in good position to understand and provide the answers to the research questions.

From table 4.1, the proportion of both males and female across the ages is indicative of the overall population of the students in the selected schools hence the sample is representative of the total population in the three schools.

Table 4.1: Age and Sex of the Respondents by Schools

N=262

	School Name	15		16		17		18		≥19		Total	
		M	F	M.	F	M	F	M	F	M	F	M.	F
1	Agazian No. 3	5	5	11	-	11	11	5	5	-	-	32	21
2	Yekatit 66	-	-	3	-	17	7	14	7	-	-	34	14
3	Bethlehem	5	-	32	44	20	29	5	10	11	5	73	88
Sub-Total		10	5	46	44	48	47	24	22	11	5	139	123
Grand-Total												262	

4.3. The Practice of Active Learning in Grade 10 English Lessons

Respondents were asked to rate the practice of active learning in English lessons from varieties of perspectives. The data on the practice of active learning in the selected schools are depicted by items/indicators in Table 4.2 below.

The practice has been discussed from the perspectives of: carrying out discussions and group works/activities, the dominance of lecture method as used by the teachers, how often the English lessons are learner-centered, whether the English teacher gives greater emphasis for clever students only, whether and how often the English teacher provides correct answers on the

blackboard, whether and how often the respondents perceive that active learning takes too much time, whether and how often interactive learning is practiced, whether and how often the four basic language skills are exercised frequently, whether and how often learners are more interested in grammar lessons, whether and how often respondents believe that active learning enhances language competence.

Respondents were asked to rate the practice of active learning in English lessons from varieties of perspectives. One of the indicators of the practice of active learning which the students were asked to rate was the frequency of carrying out discussions and group works/activities in English lessons. In response to the question how often ‘discussions and group works/activities’ have been carried out, the respondents replied that it has been: “Always” for 53 (20.2%) of respondents, “Most often” for 28 (10.7%) of them, “Sometimes” for 60 (22.9%) of them, “Rarely” for 61 (23.3%) of them and “Not at All” for 60 (22.9%) of them. This indicates that discussions and group works/activities are not always carried out as expected rather than they did sometimes or rarely.

Table 4.2: The practice of active learning in Grade 10 English Lessons **N=262**

	The practice of active learning in lessons	Always		Most Often		Sometimes		Rarely		Not at All		Total %
		Fr	%	Fr.	%	Fr	%	Fr	%	Fr.	%	
1	Discussions & group works are used	53	20.2	28	10.7	60	22.9	61	23.3	60	22.9	100
2	Lecturing is dominantly used by teachers	94	35.9	106	40.5	48	18.3	12	4.6	2	.8	100
3	English lessons are Learner-centered	30	11.5	47	17.9	68	26	74	28.2	43	16.4	100
4	Teachers give Emphasis for clever students only	-	-	5	1.9	27	10.3	84	32.1	146	55.7	100
5	Giving correct answers	94	35.9	106	40.5	48	18.3	12	4.6	2	.8	100
6	Active learning takes too much time	38	14.5	37	14.1	62	23.7	39	14.9	86	32.8	100
7	Interactive learning is being practiced	21	8	20	7.6	55	21	117	44.7	49	18.7	100
8	Four language skills exercised frequently	16	6.1	30	11.5	42	16	43	16.4	131	50	100
9	Learners are interested in grammar lessons	17	6.5	40	15.3	47	17.9	44	16.8	114	43.5	100
10	Active learning enhances language competence	94	39.9	124	47.3	44	16.8	-	-	-	-	100

On the issue of the practice of active learning in Grade 10 English Lessons, to examine the respondents’ level of agreement, the researcher used ten statements which judged their opinion.

The respondents were asked to rate whether discussions & group works are used in English lessons. In response to this, respondents replied that discussion and group works has been rarely used by the teacher and the frequency has been rated to be: “Always” by 53 (20.2%) of respondents, “Most often” by 28 (10.7%) of them, “Sometimes” by 60 (22.9%) of them, “Rarely” by 61 (23.3%) of them and “Not at All” by 60 (22.9%) of the respondents.

Besides, the respondents were asked to rate the dominance of lecture method as used by the teachers. In response to this, the respondents replied that lecture method has been dominantly used by the teacher and the frequency of lecturing has been rated to be: “Always” by 94 (35.9%) of respondents, “Most often” by 106 (40.5%) of them, “Sometimes” by 48 (18.3%) of them, “Rarely” by 12 (4.6%) of them and “Not at All” by two (0.8%) of the respondents.

While responding to how often the English lessons are learner-centered, English lessons as being learner-centered has been rated to be: “Always” by 30 (11.5%) of respondents, “Most often” by 47 (17.9%) of them, “Sometimes” by 68 (26%) of them, “Rarely” by 74 (28.2%) of them and “Not at All” by 43 (16.4%) of the respondents.

They were also asked to react on whether the English teacher gives greater emphasis for clever students only. Reacting to this indicator, the respondents replied that English teacher used to give greater emphasis for clever students only and the frequency of this action of the teacher has been rated to be: “Most often” by five (1.9%) of respondents, “Sometimes” by 27 (10.3%) of them, “Rarely” by 84(32.1%) of them and “Not at All” by 146 (55.7%) of the respondents.

Concerning the question of whether the teacher gives correct answer on the blackboard so that the learners could check their answer and learn accordingly, the respondents responded that their English teacher used to give correct answer on the blackboard and the frequency of giving the correct answer by the teacher has been rated to be: “Always” by 94(35.9%) of respondents, “Most often” by 106(40.5%) of respondents, “Sometimes” by 48(18.3%) of them, “Rarely” by 12(4.6%) of them and “Not at All” by two (0.8%) of the respondents.

In connection with the perception of the students about the practice of active learning as to taking too much time in English lessons, the respondents responded that active learning as to taking too much in English lessons and this has been rated to be: “Always” by 38 (14.5%) of respondents,

“Most often” by 37 (14.1%) of them, “Sometimes” by 68 (23.7%) of them, “Rarely” by 139 (14.9%) of them and “Not at All” by 86 (32.8%) of the respondents.

The other item presented to the respondents so as to gauge the practice of active learning is ‘how often is interactive learning being practiced in English lessons?’, and the respondents replied that interactive learning being practiced in English lessons and this practice has been rated to be: “Always” by 21 (8%) of respondents, “Most often” by 20 (7.6%) of them, “Sometimes” by 55 (21%) of them, “Rarely” by 117 (44.7%) of them and “Not at All” by 49 (18.7%) of the respondents.

Whether the four language skills (i.e. reading, writing, listening and speaking) are exercised frequently in English lessons is another item used to probe the frequency of such exercise as it is crucial to enhance the learners’ active engagement in their learning. In response to this, the respondents replied that the four language skills have been frequently exercised in English lessons and such exercise has been rated to be: “Always” by 16 (6.1%) of respondents, “Most often” by 30 (11.5%) of them, “Sometimes” by 42 (16%) of them, “Rarely” by 43 (16.4%) of them and “Not at All” by 131 (50%) of the respondents.

Another item that the respondents were asked is whether the ‘how often are learners more interested in grammar lessons?’, and the respondents responded that learners more interested in grammar lessons and this interest has been rated to be: “Always” by 17 (6.5%) of respondents, “Most often” by 40 (15.3%) of them, “Sometimes” by 47 (17.9%) of them, “Rarely” by 44 (16.8%) of them and “Not at All” by 114 (43.5%) of the respondents.

The last item under the category of the ‘The practice of active learning in Grade 10 English Lessons’ from the students’ perspective is whether ‘Active learning enhances language competence of the learners’. While reflecting their view on whether ‘Active learning enhances language competence of the learners’ and how often, they replied that active learning enhances language competence of the learners and such this view has been rated to be: “Always” by 94 (39.9%) of respondents, “Most often” by 124 (47.3%) of them and “Sometimes” by 44 (16.8%) of them.

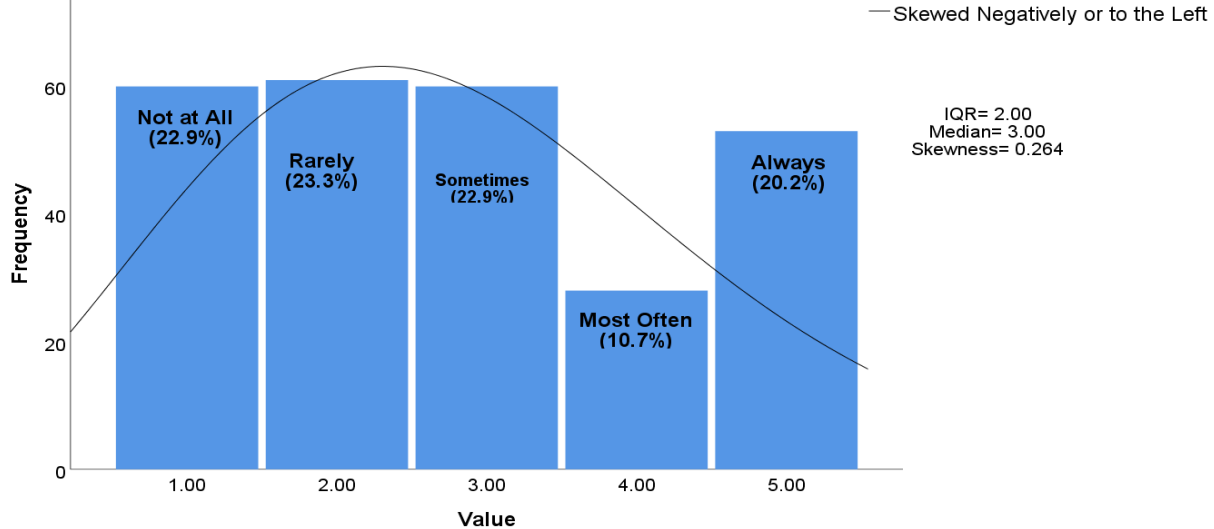
Apart from looking at the frequencies of the items of the practice of active learning from the perspective of the learners, some efforts are exerted to look at the distribution, the central tendency and dispersion of the data as summarized in Table 4.3. Thus, the mean or median, standard deviations, Inter-quartile range, skewness of the data of all the aforementioned items/indicators of the practice of active learning are also shown in Table 4.3 and the subsequent figures.

Regarding the distribution, the central tendency and dispersion of the data on the item how often ‘discussions and group works/activities have been carried out in English lessons’, the mean was 2.8206 while the standard deviation was 1.42846. Besides, the median was 3.00 while the inter-quartile range (IQR) was 2.00. It is also clear that the minimum value was 1 while the maximum value was 5. The skewness was also .264. Considering the median and IQR in the analysis of the dispersion of the data is necessitated by the fact that the distribution is not normal but positively or negatively skewed. In such skewed distribution, median was recommended than mean; and IQR is recommended instead of standard deviation.

Table 4.3: Central Tendency & Dispersion of the Data on the Practice of Active Learning
N=262

	The practice of active learning	Min	Max	Med	Mean	SD	IQR
1	Discussions and group works are used	1.00	5.00	3.00	2.8206	1.42846	2.00
2	Lecturing method is used	1.00	5.00	4.00	4.0611	.89061	1.00
3	Learner-centered approach is used	1.00	5.00	3.00	2.7977	1.24149	2.00
4	Emphasis for clever students only	1.00	5.00	1.00	1.5840	.75214	1.00
5	Giving correct answers	1.00	5.00	4.00	4.0611	.89061	1.00
6	Active learning takes too much time	1.00	5.00	3.00	2.6260	1.43217	3.00
7	Interactive learning is practiced	1.00	5.00	2.00	2.4160	1.12043	1.00
8	Four language skills exercised frequently	1.00	5.00	1.50	2.0725	1.29192	2.00
9	Students’ interest in grammar lessons	1.00	5.00	2.00	2.2443	1.32521	2.00
10	Active learning enhances language competence	1.00	5.00	4.00	4.1908	.70155	1.00

Figure 4.2 Distributions of Data on the Usage Discussions and Group Works in English Lessons



Source: Adapted from field survey, 2019

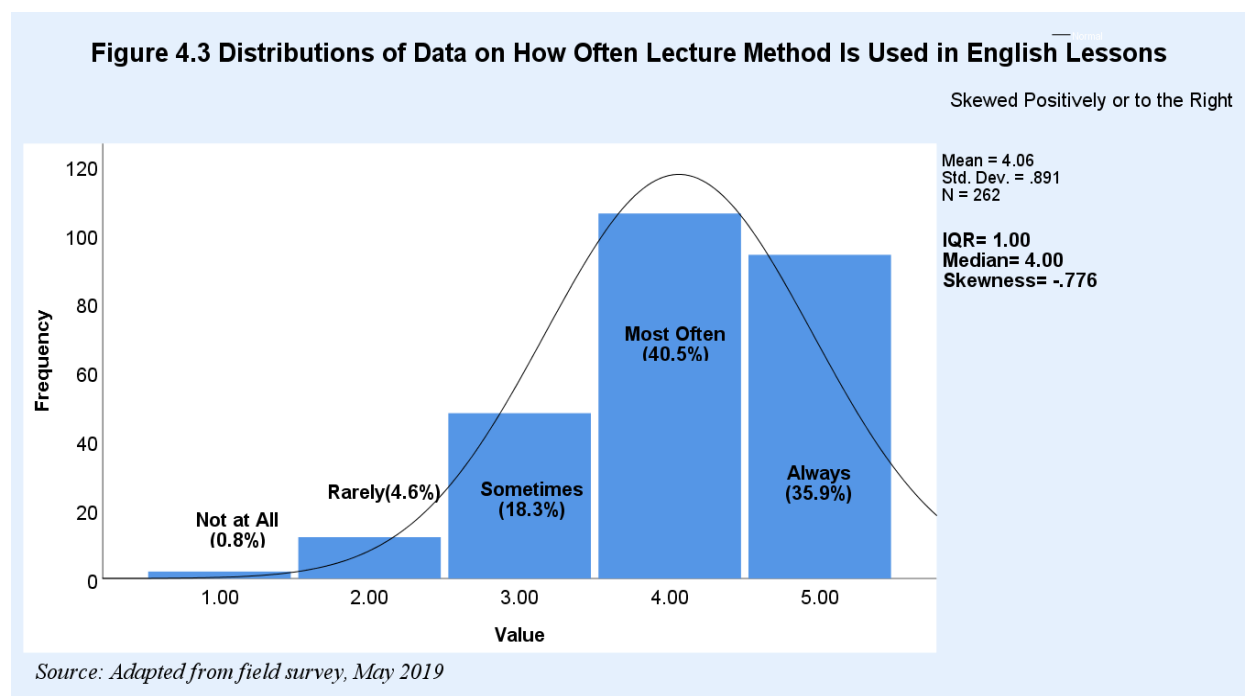
Hence, from the distribution curve above (Figure 4.2), 69.1% of the respondents rated that the ‘usage of discussions and group works in English lessons’ as they have been used ‘Sometimes’, ‘Rarely’ or ‘Not at All’. Since the rated value of 69.1% of the respondents fall to the left of the median line, the distribution is negatively skewed. Accordingly, the majority of the respondents rated the ‘usage of discussions and group works in English lessons’ below the median value. Consequently, it can be inferred that discussions and group works have not been used as adequately as possible in English lessons.

Had discussions and group works been claimed to be conducted by the majority of the respondents, the distribution of the data could have been skewed positively; and it could have been inferred that discussions and group works have been used adequately in English lessons.

The IQR is the difference between the 197th (3rd Quartile) and 66th (1st Quartile) values as rated by the respondents. IQR implies that half of the data fall between the 197th (3rd Quartile) and 66th (1st Quartile) values inclusive. About the item ‘usage of discussions and group works in English lessons’ the 197th (3rd Quartile) value was 4.00 while the 66th (1st Quartile) value is 2.00, and hence IQR is 2.00 (4.00-2.00). In addition to that the median is 3.00 accounting for 22.9%; value 4.00 make up 10.7%, value 2.00 constitutes 23.3% and value 1.00 constitutes 22.9% of the data. Disaggregated by quartiles, the percentage (44 %) of the data for values 2.00 and 3.00 (Median Value) was greater than the percentage (6%) of the data for value 4.00 in between the 3rd and 1st

Quartiles. Besides, the percentage (24.8 %) of the data for values 1.00 and 2.00 in the 1st Quartile is equal to the percentage (6%) of the data for values 4.00 and 5.00 in between the 4th Quartile. From all these figures and the graph above, discussions and group works have been used as tools for active learning ‘Sometimes’, ‘Rarely’ or ‘Not at All’ as reported by the majority (69.1%) of the respondents. The remaining 30.9% of the respondents responded that discussions and group works have been used as tools for active learning ‘Most Often’ or ‘Always’.

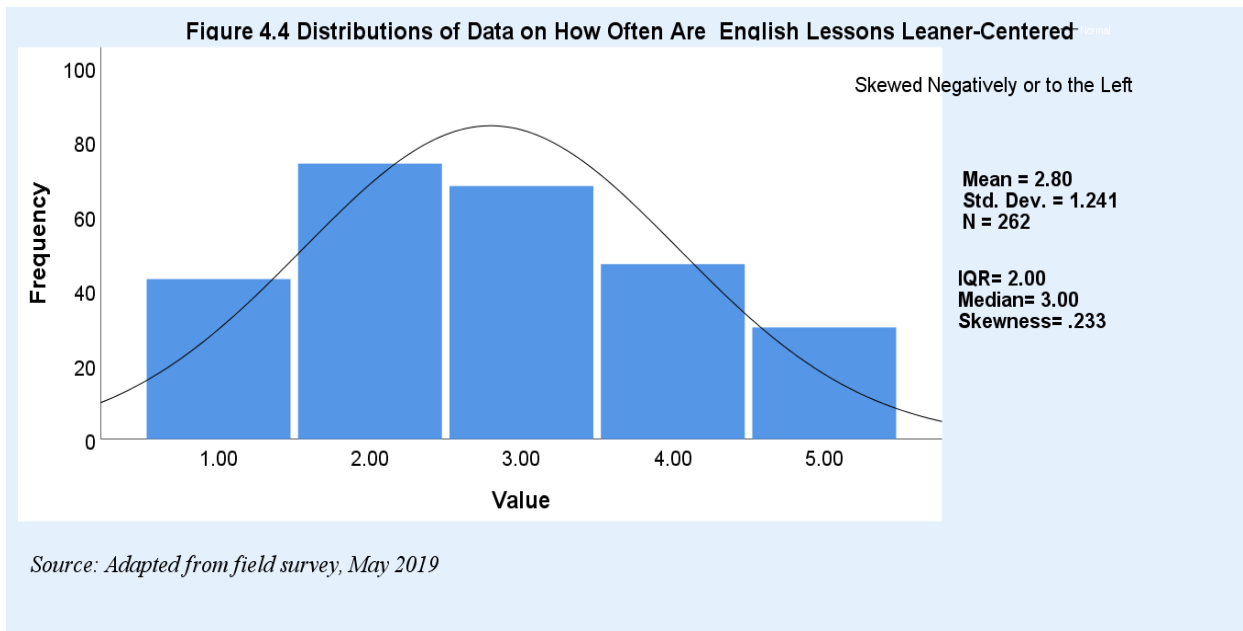
Regarding the distribution, the central tendency and dispersion of the data on the item how often ‘Lecture method is used in English lessons’, the mean is 4.0611 while the standard deviation is .89061. Besides, the median is 4.00 while the inter-quartile range (IQR) is 1.00 (5.00-4.00). It is also clear that the minimum value is 1 while the maximum value is 5. The skewness is also -.776.



Hence, from the distribution curve above (Figure 4.3), 76.4% of the respondents rated that the ‘Lecture method is used in English lessons’ ‘Most Often’ or ‘Always’. Since the rated value of 76.4% of the respondents fall to the right of the median line (4.00), the distribution was positively skewed. Accordingly, the majority of the respondents rated the ‘usage of lecture method in English lessons’ equal or greater than the median value. Consequently, it can be inferred that lecture method have used dominantly in English lessons. Even if lecture method can

be used in a way it enhances active learning, the dominance of it over the other instructional methods is usually a threat to active learning. Actually, lecture method can be made more effective and attractive with the use of gaped-lecture, visual aids, buzz groups, question and answer techniques. Yet, active engagement of the students is more ensured with the use of other active learning methods than the lecture method if proper follow-up system is put in place to ensure the active participation of the learners. Another implication of the dominance of using lecture method in English lessons is that a large portion of time allotted for English lesson is to be consumed by lecture method. Undeniably, this leaves a very small portion of time for other active learning methods. Consequently, the implementation of active learning tools is to be impeded by limitation of time and so is the active engagement of the learners in their learning.

Regarding the distribution, the central tendency and dispersion of the data on the item how often ‘learner-centered approach was used in the English lessons’, the mean was 2.7977 while the standard deviation was 1.24149. Besides, the median was 3.00 while the inter-quartile range (IQR) is 2.00. The skewness was also .233.

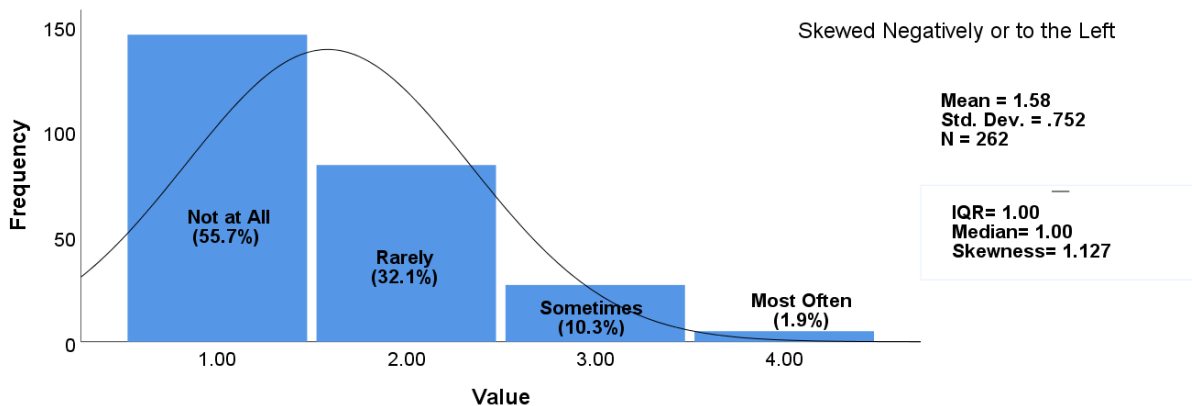


Hence, from the distribution curve above (Figure 4.4), 70.6% of the respondents rated the item ‘learner-centered approach was used in the English lessons’ as it has been occurring ‘Sometimes’, ‘Rarely’ or ‘Not at All’. The remaining 29.4% respondents rated the item ‘learner-centered approach was used in the English lessons’ as it has been occurring ‘Most Often’ or

“Always”. Since the rated values of 70.6% of the respondents fall to the left of the median line (3.00), the distribution is negatively skewed. Accordingly, the majority of the respondents rated the ‘learner-centered approach was used in the English lessons’ below or equal to the average value. Consequently, it can be inferred that learner-centered approach has not been used as adequately as possible in English lessons. Had the learner-centered approach been claimed to be used by the majority of the respondents, the distribution of the data could have been skewed positively; and it could have been inferred that learner-centered approach has been employed adequately in English lessons.

About the distribution of the data on the item ‘English teacher gives greater emphasis for clever students only’, the mean was 1.5840 while the standard deviation was .75214. Besides, the median was 1.00 while the inter-quartile range (IQR) was 1.00. The skewness was also 1.127.

Figure 4.5 Distributions of Data on How Often Do Teachers Give Emphasis For Clever Students Only

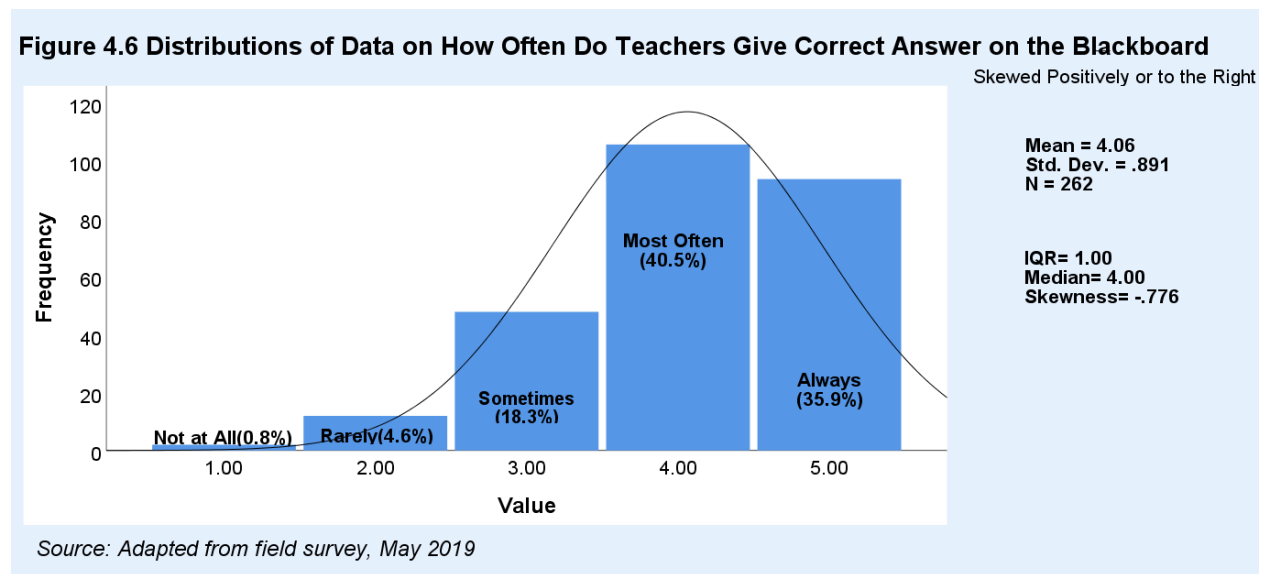


Source: Adapted from field survey, May 2019

Hence, from the distribution curve above (Figure 4.5), 87.8% of the respondents rated the item ‘English teacher gives greater emphasis for clever students only’ as it has been occurring ‘Rarely’ or ‘Not at All’. The remaining 12.2% respondents rated the item ‘English teacher gives greater emphasis for clever students only’ as it has been occurring ‘Most Often’ or ‘Sometimes’. Since the rated values of 87.8% of the respondents fall to the left of the median line (2.00), the distribution is negatively skewed. Accordingly, the overwhelming majority of the respondents rated the ‘English teacher gives greater emphasis for clever students only’ below or equal to the average value. Consequently, it can be inferred that English teacher had not given greater

emphasis for clever students only. Generally, the emphasis that teachers have to give to the students should be fairly distributed among the ‘slow-learners’, ‘medium-learners’ and ‘fast-learners’. Since the majority of the respondents perceived the fair distribution of attention among learners, the teacher’s behavior is consistent with the desirable behavior vis-à-vis the emphasis to be given to the learners in English lessons.

Concerning the distribution of the data on the item ‘the teacher gives correct answer on the blackboard’, the mean was 4.0611 while the standard deviation was .89061. Besides, the median was 4.00 while the inter-quartile range (IQR) was 1.00. The skewness was also -.776.

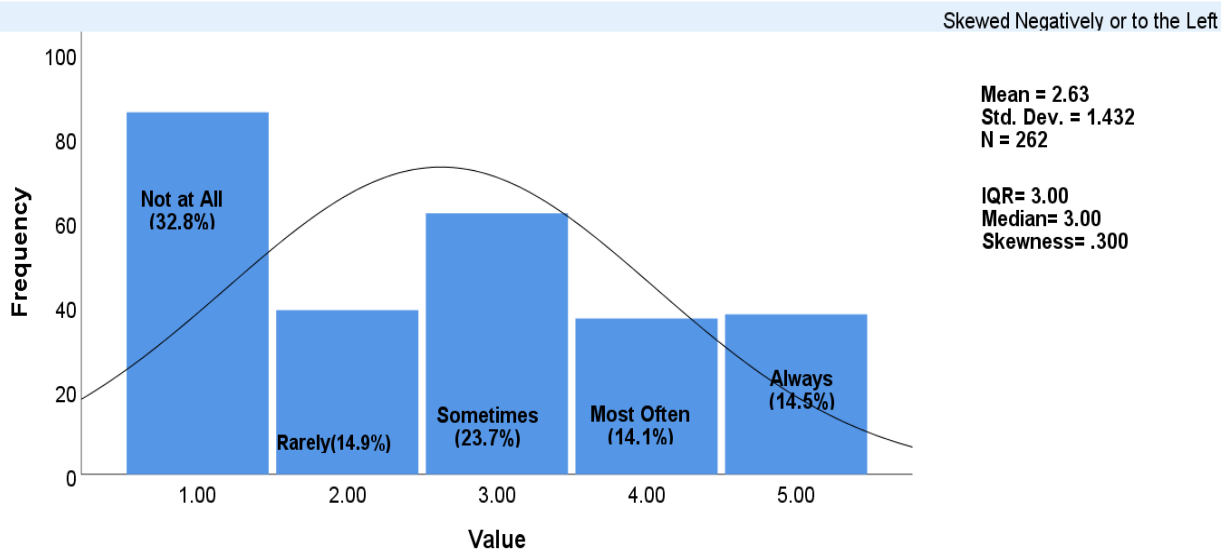


Hence, from the distribution curve above (Figure 4.6), 76.4% of the respondents rated the item ‘the teacher gives correct answer on the blackboard’ as it has been occurring ‘Most Often’ or ‘Always’. The remaining 23.6% respondents rated the item ‘the teacher gives correct answer on the blackboard’ as it has been occurring ‘Sometimes’, ‘Rarely’ or ‘Not at All’. Since the rated values of 76.4% of the respondents fall to the right of the median line (4.00), the distribution was positively skewed. Accordingly, the overwhelming majority of the respondents rated the item ‘the teacher gives correct answer on the blackboard’ above or equal to the average value. Consequently, this implies that the English teacher used to give correct answer on the blackboard so that the learners could check their answer with the correct answer and learn accordingly. Generally, such action rectifies the ambiguity that learners may have in their learning process.

Besides, they may assess their level of learning and being sure about their learning while checking their answers with that of the teacher's.

Concerning the distribution of the data on the item 'the practice of active learning as to taking too much time', the mean was 2.6260 while the standard deviation was 1.43217. Besides, the median was 3.00 while the inter-quartile range (IQR) was 3.00. The skewness was also .300.

Figure 4.7 Distributions of Data on How Often Do You Think That 'Active Learning Methods Take Too Much Time'



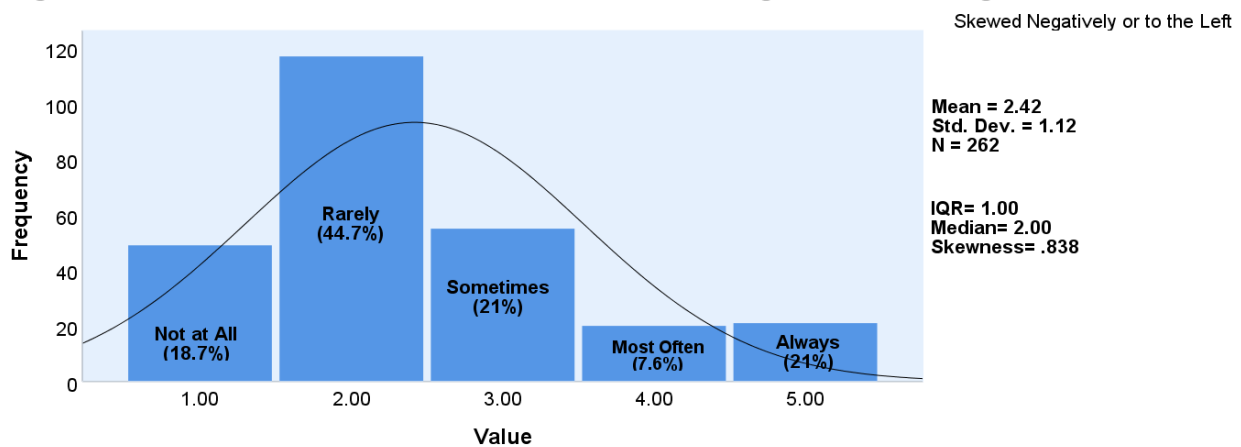
Source: Adapted from field survey, May 2019

Hence, from the distribution curve above (Figure 4.7), 71.4% of the respondents rated the item 'the practice of active learning as to taking too much time' as it has been occurring 'Sometimes', 'Rarely' or 'Not at All'. The remaining 28.6% respondents rated the item 'the practice of active learning as to taking too much time' as it has been occurring 'Most Often' or 'Always'. Since the rated values of 71.4% of the respondents fall to the left of the median line (3.00), the distribution is negatively skewed. Accordingly, the overwhelming majority of the respondents rated the item 'the practice of active learning as to taking too much time' below or equal to the average value. Accordingly, the bulk of the respondents did perceive that the practice of active learning was not taking too much time. Generally, it is usual to realize that the practice of active learning is time-consuming. Yet, the majority of the respondents replied that active learning was not taking too much time, and the response may be clouded by the fact that many of the active learning tools/techniques were not used adequately in English lessons.

However, if the teacher is committed to enable learners to achieve the objectives of three learning domains designed along the constructivist or interactionist approach, taking time to implement active learning will not be worrisome as such. What matters most is whether the learning objectives are met in the context of active learning.

In connection with the distribution of the data on the item ‘interactive learning is being practiced’, the mean was 2.4160 while the standard deviation was 1.12043. Besides, the median was 2.00 while the inter-quartile range (IQR) was 1.00. The skewness was also .838.

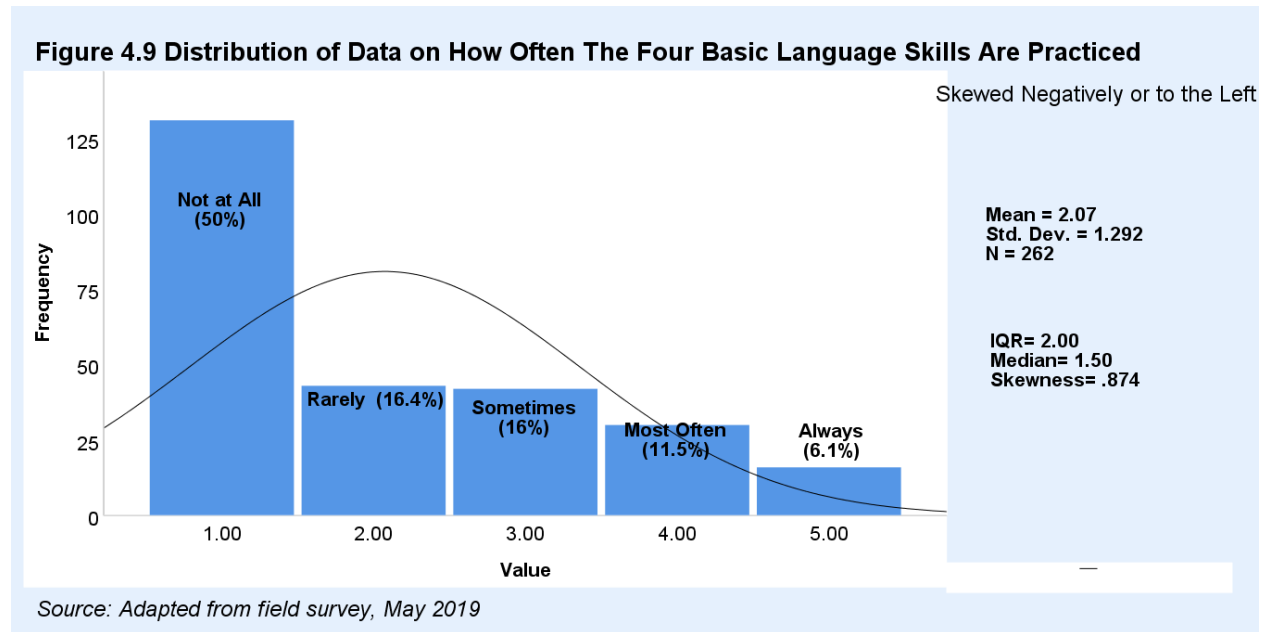
Figure 4.8 Distributions of Data on How Often 'Interactive Learning Is Practiced in English Lessons'



Source: Adapted from field survey, May 2019

Hence, from the distribution curve above (Figure 4.8), 63.4% of the respondents rated the item ‘interactive learning is being practiced’ as it has been occurring ‘Rarely’ or ‘Not at All’. The remaining 36.6% respondents rated the item ‘interactive learning is being practiced’ as it has been occurring ‘Sometimes’, ‘Most Often’ or ‘Always’. Since the rated values of 63.4% of the respondents fall to the left of the median line (2.00), the distribution is negatively skewed. Accordingly, the overwhelming majority of the respondents rated the item ‘interactive learning is being practiced’ below or equal to the average value. Accordingly, the bulk of the respondents did believe that interactive learning was not being practiced adequately in English lessons. Since interactive learning was not practiced adequately, the practice of active learning is expected to be constrained by such inadequate practice. Consequently, active engagement of the learners is to be quite minimal in English lessons.

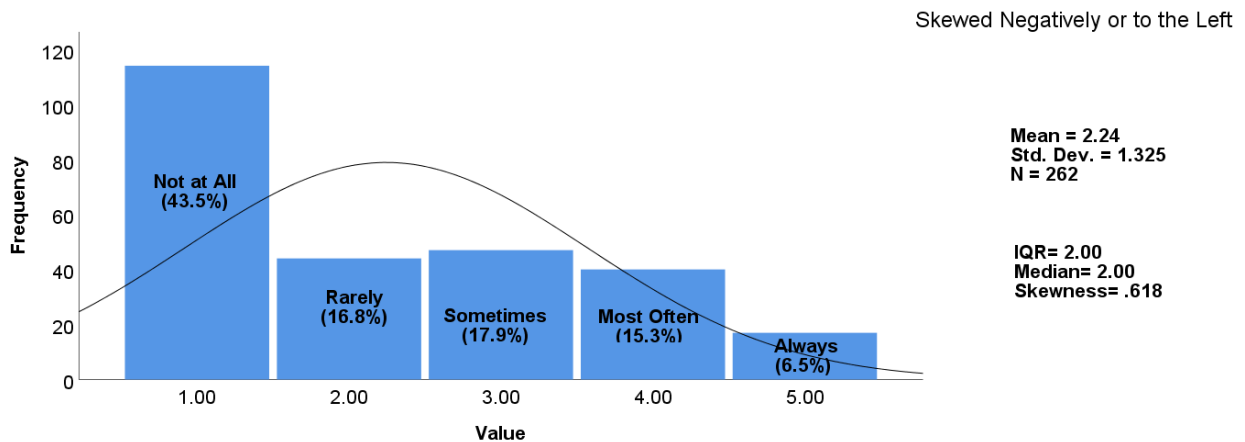
Concerning the distribution of the data on the item ‘the four language skills are exercised’, the mean is 2.0725 while the standard deviation was 1.29192. Besides, the median was 1.50 while the inter-quartile range (IQR) was 2.00. The skewness was also .874.



Therefore, from the distribution curve above (Figure 4.9), 82.4% of the respondents rated the item ‘the four language skills are exercised’ as it has been occurring ‘Sometimes’, ‘Rarely’ or ‘Not at All’. The remaining 17.6% respondents rated the item ‘the four language skills are exercised’ as it has been occurring ‘Most Often’ or ‘Always’. Since the rated values of the majority of the respondents fall to the left of the median line (1.50) or the mean 2.07, the distribution is negatively skewed. Accordingly, the overwhelming majority of the respondents rated the item ‘the four language skills are exercised’ below or equal to the average value. Accordingly, the bulk of the respondents did respond that the four language skills were not frequently exercised in English lessons. Actually, English lessons need to create fair balance among the four language skills (i.e. reading, writing, listening and speaking). It is then that language mastery or learning can be successful in a full-fledged way. Because the results from the major portion of the data show that the four language skills were not being exercised frequently and adequately, one may not expect active participation of the learners in speaking, reading or writing. Thus, such a result is another indicator of limitations to the practice of active learning in English lessons.

Relating to the distribution of the data on the item ‘learners more interested in grammar lessons’, the mean was 2.2443 while the standard deviation was 1.32521. Besides, the median was 2.00 while the inter-quartile range (IQR) was 2.00. The skewness was also .618.

Figure 4.10 Distribution of Data on How Often Students Are More interested In Grammar Lessons

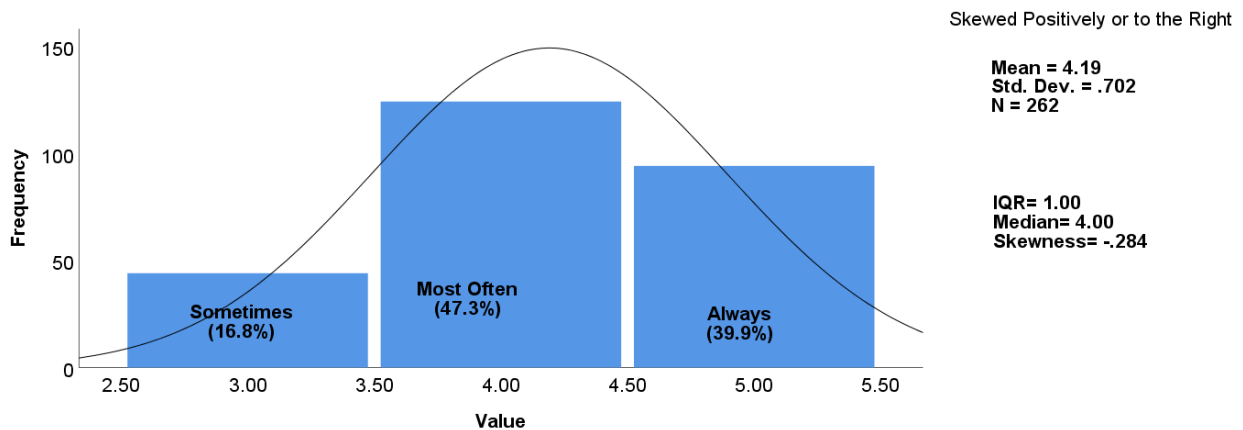


Source: Adapted from field survey, May 2019

Therefore, from the distribution curve above (Figure 4.10), 60.3% of the respondents rated the item ‘learners are more interested in grammar lessons’ as it has been occurring ‘Rarely’ or ‘Not at All’. The remaining 39.7% respondents rated the item ‘learners are more interested in grammar lessons’ as it has been occurring ‘Sometimes’, ‘Most Often’ or ‘Always’. Since the rated values of the majority of the respondents fall to the left of the median line (2.00) or the mean 2.24, the distribution is negatively skewed. Accordingly, the majority of the respondents rated the item ‘learners are more interested in grammar lessons’ below or equal to the average value. Accordingly, the bulk of the respondents did respond that learners were not more interested in grammar lessons. Actually, unlike findings of many studies on the preference of Ethiopian students in English lessons indicate, the data used in this study indicated that the majority of the respondents were not more interested in grammar lessons. As realities on the ground show, Ethiopian students tend to be more interested in grammar lessons because of the emphasis of English teachers on grammar lessons and the bulk of questions of school and national English examinations are from grammar part. In the face of this experience, the data used in this study requires triangulation or the collection of additional data.

With respect to the distribution of the data on the item ‘active learning enhances language competence of the learners’, the mean was 4.1908 while the standard deviation was .70155. Besides, the median was 4.00 while the inter-quartile range (IQR) was 1.00. The skewness was also -.284.

Figure 4.11 How Often Students' Perceive That ‘Active Learning Enhances Language Competence’



Source: Adapted from field survey, May 2019

Therefore, from the distribution curve above (Figure 4.11), 83.2% of the respondents rated the item ‘active learning enhances language competence of the learners’ as it has been occurring ‘Most Often’ or ‘Always’. The remaining 16.8% respondents rated the item ‘active learning enhances language competence of the learners’ as it has been occurring ‘Sometimes’. Since the rated values of the majority of the respondents fall to the right of the median line (4.00), the distribution is positively skewed. Accordingly, the majority of the respondents rated the item ‘active learning enhances language competence of the learners’ above or equal to the average value. Accordingly, the overwhelming majority of the respondents did believe that active learning enhances language competence of the learners.

4.4. Active Learning Methods/Tools during English Lessons

Another area of focus in this study is the students’ engagement in the active learning process in their English lessons. The data on the students’ engagement in Active learning are depicted by indicators in Table 4.4 hereunder.

Table 4.4: Students engagement in Active learning in Grade 10 English Lessons **N=262**

	Students engagement in Active learning	Mean	Med.	IQR	Skewness
1	Students discuss while working in groups	2.00	2.00	2.00	.379
2	Role playing of students	2.63	2.00	3.00	.321
3	Students accomplish field works/activities	3.23	3.00	3.00	.019
4	Students do group & home works/assignments	3.18	3.00	2.00	.076
5	Problem-solving & Creativity are used	1.93	2.00	2.00	.785
6	Peer-learning, feedback & correction	3.34	3.00	3.00	-.230
7	Question & Answering	3.26	3.00	3.00	-.185
8	Listening to teacher's lecturing	4.06	4.00	1.00	-.776
9	Debating is used in learning	1.88	1.00	2.00	1.275
10	Learners expect everything from their teacher.	2.00	2.00	2.00	.379

In response to the item 'whether the students agree that they learn through group discussions and activities': 193(73.7%) of the respondents were "Disagree", 60 (22.9%) of them were "Neutral" and nine (3.4%) of them "Agree" that they learn through group discussions and activities.

Besides, the respondents were also asked 'whether the students agree that they do meet their responsibility'. In response to the item 'whether the students agree that they do meet their responsibility': 134(51.2%) of the respondents were "Disagree", 43 (16.4%) of them were "Neutral", 85 (32.4%) of them "Agree" that they do meet their responsibility to ensure active learning in English lessons.

In addition to meeting their responsibilities, the respondents were also asked 'whether the students agree that they do accomplish their field works/activities'. Responding to this item: 102(38.9%) of the respondents were "Disagree", 48(18.3%) of them were "Neutral", 112(42.8%) of the respondents were "Agree" that they do accomplish their field works/activities'.

Moreover, the respondents were also asked 'whether the students agree that they do accomplish their group and home works/activities'. While reacting to this item: 112(42.8%) of the

respondents' were "Disagree", 34 (13%) of them are "Neutral", 116(44.3%) of them were "Agree" that they do accomplish their group and home works/activities.

Additionally, the respondents were asked 'whether the students agree that they do engage in problem-solving and creativity in their lesson'.

Responding to this item: 189(72.1%) of the respondents were "Disagree", 51 (19.5%) of them are "Neutral",22(8.4%) of them "Agree" that they do engage in problem-solving and creativity in a way they enhances their English language skills.

Further, the respondents were also asked 'whether the students agree that they do engage in peer-learning, giving/receiving feedback and correction'. Replying to this item: 97(37%) of the respondents were "Disagree", 36 (13.7%) of them are "Neutral", 129(49.2%) of them "Agree" that they do engage in peer-learning, giving/receiving feedback and correction in English lessons.

As well, the respondents were asked 'whether the students agree that they do learn through question and answering'. Responding to this item: 95(36.3%) of the respondents were "Disagree", 46 (17.6%) of them are "Neutral", 121(46.2%) of them "Agree" that they do learn through questioning and answering in English lessons.

And also, the respondents were asked 'whether the students agree that they do learn through teacher's lecturing'. Responding to this item: 14(5.3%) of the respondents were "Disagree", 48 (18.3%) of them are "Neutral", 200(76.3%) of them "Agree" that they do learn through teacher's lecturing in English lessons.

Furthermore, the respondents were asked 'whether the students agree that they do engage in academic debate'. Responding to this item: 195(74.4%) of the respondents were "Disagree", 25 (9.5%) of them are "Neutral", 42(16%) of them "Agree" that they do engage in academic debate in English lessons.

Finally, the respondents were asked 'whether the students agree that they do depend on the teacher'. Responding to this item: 193(73.7%) of the respondents were "Disagree", 60 (22.9%)

of them are “Neutral” and nine (3.4%) of them “Agree” that they do depend on their teacher in learning English language.

Apart from looking at the frequencies and percentages of the items of ‘students engagement in active learning’; the distribution of the data with respect to the median, inter-quartile range, skewness are summarized in Table 4.4 above.

From the aforementioned results (See Table 4.4) on the Students engagement in Active learning, the relatively higher averages were accounted for: students accomplish their field works/activities, students do accomplish their group and home works/activities, students engage in peer-learning, giving/receiving feedback and correction, students learn through question and answering and students learn through teacher’s lecturing. This implies that these indicators of students’ engagement were present to significantly foster the implementation of the active learning methods in English lessons. Other indicators of students’ engagement such as students’ learning through group discussions and activities, students’ meeting their responsibility, students’ engagement in problem-solving and creativity in their lesson, students’ engagement in academic debate and students’ engagement dependence on the teacher did have lower averages in the implementation of the active learning methods in English lessons. Yet, these factors did have some contribution in the implementation of the active learning methods in English lessons though the contribution is inadequate.

In respect of the skewness of the data distribution, the data are negatively skewed for all the indicators of students’ engagement except for: peer-learning, giving/receiving feedback and correction, question and answering and learning through teacher’s lecturing.

4.5. Challenges encountered while Implementing Active Learning Methods

Challenges of implementing active learning methods in English lessons from the learners’ perspective have also been examined in the study. With regard to the challenges, items/variables such as time constraint, inadequate awareness of the benefits of active learning among the learners, reluctance of learners, diffidence/dependence of the learners on teacher’s instructional activities, little monitoring/support during the active learning process, dominance of teacher-centered learning method, inadequate training provided for the teachers, higher teacher’s work

load, lack of conducive learning environment to implement active learning methods and inadequate practice of active learning at lower grades were provided to the respondents so as to rate the seriousness of the challenges. The data on the Challenges of implementing active learning methods in English lessons from the learners' perspective are depicted by items/indicators in Table 4.5 hereunder.

Table 4.5: Challenges of Using active learning methods from the learners' perspective N=262

	Challenges while implementing active learning	Mean	Med.	IQR	Skewness
1	Time constraint	2.13	2.00	2.00	.111
2	Inadequate awareness of the benefits of AL	2.13	2.00	2.00	.111
3	Reluctance of learners	3.36	3.00	1.00	-.130
4	Diffidence/dependence	3.11	3.00	4.00	-.142
5	Little monitoring/support	4.11	4.00	1.00	-.709
6	Teacher-centered learning method	4.16	4.00	1.00	-.536
7	Inadequate training	4.06	4.00	1.00	-.776
8	Teachers' work load	4.06	4.00	1.00	-.776
9	Lack of conducive learning environment	2.42	2.00	3.00	.556
10	Inadequate practice of AL at lower grades	4.06	4.00	1.00	-.776

In response to the seriousness of the challenge of time constraint in implementing active learning methods in English lessons, it has been rated to be: "Serious" by 11(4.2%), "Neutral" by 89(34%), "Less Serious" by 84(32%) and "Not Serious" by 78 (29.8%) of the respondents.

Besides, the respondents were asked to rate the seriousness of the challenge of 'inadequate awareness of the benefits of active learning among the learners'. In response to the seriousness of this challenge, their ratings have been: "Serious" to 11(4.2%), "Neutral" to 89(34%), "Less Serious" to 84(32%) and "Not Serious" to 78 (29.8%) of the respondents.

In addition to the challenge of 'inadequate awareness of the benefits of active learning among the learners', the respondents were asked to rate the seriousness of the challenge of 'reluctance of learners' to actively engage in active learning. Responding to the seriousness of this challenge, their ratings have been: "Most Serious" to 54(20.6%), "Serious" to 47(17.9%), "Neutral" to 118(45%), "Less Serious" to 26(9.9%) and "Not Serious" to 17 (6.5%) of the respondents.

Moreover, the respondents were asked to rate the seriousness of the challenge of 'diffidence/dependence of the learners on teacher's instructional activities'. Responding to the seriousness of this challenge, their ratings have been: "Most Serious" to 81(30.9%), "Serious" to 48(18.3%), "Neutral" to 26(9.9%), "Less Serious" to 33(12.6%) and "Not Serious" to 74 (28.2%) of the respondents.

Additionally, the respondents were asked to rate the seriousness of the challenge of 'little monitoring/support during the active learning process'. Responding to the seriousness of this challenge, their ratings have been: "Most Serious" to 96(36.6%), "Serious" to 109(41.6%), "Neutral" to 47(17.9%), "Less Serious" to nine (3.4%) and "Not Serious" to one (0.4%) of the respondents.

Further, the respondents were asked to rate the seriousness of the challenge of 'dominance of teacher-centered learning method'. Responding to the seriousness of this challenge, their ratings have been: "Most Serious" to 97(37%), "Serious" to 115(43.9%), "Neutral" to 45(17.2%) and "Less Serious" to five (1.9%) of the respondents.

As well, the respondents were asked to rate the seriousness of the challenge of 'inadequate training provided for the teachers'. Responding to the seriousness of this challenge, their ratings have been: "Most Serious" to 94(35.9%), "Serious" to 106(40.5%), "Neutral" to 48(18.3%), "Less Serious" to 12(4.5%) and "Not Serious" to two (0.8%) of the respondents.

And also, the respondents were asked to rate the seriousness of the challenge of 'higher teacher's work load'. Responding to the seriousness of this challenge, their ratings have been: "Most Serious" to 94(35.9%), "Serious" to 106(40.5%), "Neutral" to 48(18.3%), "Less Serious" to 12(4.5%) and "Not Serious" to two (0.8%) of the respondents.

Furthermore, the respondents were asked to rate the seriousness of the challenge of 'lack of conducive learning environment to implement active learning methods'. Responding to the seriousness of this challenge, their ratings have been: "Most Serious" to 48(18.3%), "Serious" to 30(11.5%), "Neutral" to 32(12.2%), "Less Serious" to 27(10.3%) and "Not Serious" to 125 (47.7%) of the respondents.

Finally, the respondents were asked to rate the seriousness of the challenge of 'inadequate practice of active learning at lower grades'. Responding to the seriousness of this challenge, their ratings have been: "Most Serious" to 94(35.9%), "Serious" to 106(40.5%), "Neutral" to 48(18.3%), "Less Serious" to 12(4.5%) and "Not Serious" to two (0.8%) of the respondents.

Apart from looking at the frequencies and percentages of the items of 'the challenges of using active learning methods from the learners' perspective'; the distribution of the data with respect to the mean or median, standard deviations, inter-quartile range, skewness are summarized in Table 4.5.

From the aforementioned results (See Table 4.5) on the challenges of using active learning methods from the learners' perspective, the relatively higher averages were accounted for the challenges: reluctance of learners to actively engage in active learning, diffidence/dependence of the learners on teacher's instructional activities, little monitoring/support during the active learning process, dominance of teacher-centered learning method, inadequate training provided for the teachers, higher teacher's work load and inadequate practice of active learning at lower grades. This implies that these challenges were significantly affecting the implementation of the active learning methods in English lessons in the selected schools. Other challenges such as time constraint, awareness of the benefits of active learning among the learners and lack of conducive learning environment to implement active learning methods did have lower averages in affecting the implementation of the active learning methods in English lessons. Yet, these challenges did have some contribution in adversely affecting the implementation of the active learning methods in English lessons.

In respect of the skewness of the data distribution, the data are negatively skewed for the challenges: time constraint, awareness of the benefits of active learning among the learners and lack of conducive learning environment to implement active learning methods. In contrast, the data are positively skewed for the factors such as reluctance of learners to actively engage in active learning, diffidence/dependence of the learners on teacher's instructional activities, little monitoring/support during the active learning process, dominance of teacher-centered learning method, inadequate training provided for the teachers, higher teacher's work load and inadequate practice of active learning at lower grades.

One way of interpreting the results and distributions is that the challenges with higher averages and positively skewed data distribution significantly and adversely affect the implementation of active learning methods.

The other interpretation to the results and distributions is that the challenges with lower averages and negatively skewed data distribution are not significant in adversely affecting the implementation of active learning methods in English lessons.

In connection to this, in the related review literature of this study Bonwell and Eison, (2003), suggests that students must do more than just listen. They must read, write, solve problems and discuss in groups.

4.6. Perceptions of Teachers on the current practices of active learning Methods

Factors that impeded the implementation of active learning methods in English lessons were also assessed from the teachers' perspective. At any rate, the data on the factors that impeded the implementation of active learning methods in English lessons from the teachers' perspective are shown by items/indicators in Table 4.6.

Pertaining to the factors, items/variables such as inadequate training of active learning methods, problems of implementing continuous assessment, problems of using appropriate teaching-learning aids, shortage of time to implement active learning, large class size, inhibiting teacher's belief and perception, inhibiting students' belief and perception, inharmonious learning interests of the students, dominance of some learners in group activities, problems in designing instructional materials and inhibiting weekly load of the teacher not to implement active learning methods were provided to the respondents so as to rate their agreement or otherwise on the factors.

Table 4.6: Factors impeding Active Learning implementation -the teacher's perspective N=262

	Factors for not implementing AL methods	Mean	Med.	IQR	Skewness
1	Inadequate teacher's training on its implementation	2.93	3.00	4.00	-.008
2	Failure to employ continuous assessment widely and giving improper marks	4.06	4.00	1.00	-.776
3	Inappropriate instructional materials	3.78	4.00	2.00	-.800
4	Shortage of time to practice AL in classroom,	3.57	4.00	3.00	-.434
5	Large class size	3.77	4.00	1.00	.195
6	Teacher's belief and perception	2.59	3.00	3.00	.220
7	Students' belief and perception	2.91	3.00	3.00	.041
8	Diversity of Students' interests	2.73	3.00	3.00	.055
9	Dominance of some learners in group activities	2.60	2.00	3.00	.307
10	Problems in designing instructional materials	2.96	3.00	3.00	-.031
11	Weekly load of the teacher	3.78	4.00	1.00	.069

In response to the item 'whether the students agree that there was not adequate training of active learning methods': 112 (42.7%) of the respondents were "Disagree", 32 (12.2%) of them are "Neutral", 118 (45.1%) of them "Agree" that there was inadequate training of active learning methods.

Besides, the respondents were also asked 'whether the students agree that there were problems of implementing continuous assessment'. In response to the item of 'problems of implementing continuous assessment': 14(5.3%) of the respondents' were "Disagree", 48 (18.3%) of them are "Neutral", 200(76.3%) of them "Agree" that there were problems of implementing continuous assessment.

In addition to the problems of implementing continuous assessment, the respondents were also asked 'whether the students agree that there were problems of using appropriate teaching-learning aids'. Responding to this item: 58(22.1%) of the respondents were "Disagree", 37(14.1%) of them are "Neutral", 167(63.7%) of them "Agree" that there were problems of using appropriate teaching-learning aids.

Moreover, the respondents were also asked 'whether the students agree that there was shortage of time to implement active learning'. While reacting to this item: 76(29%) of the respondents'

were “Disagree”, 38 (14.5%) of them are “Neutral”, 148(56.5%) of them “Agree” that there was shortage of time to implement active learning.

Additionally, the respondents were asked ‘whether the students agree that there was large class size’. Responding to this item: 27 (10.3%) of them “Neutral”, 148 (56.5%) of them “Disagree” and 87 (32.2%) of them “Agree” that there was large class size.

Further, the respondents were also asked ‘whether the students agree that there were inhibiting teacher’s belief and perception’. Replying to this item: 118(45%) of the respondents were “Disagree”, 66 (25.2%) of them are “Neutral”, 78(29.8%) of them “Agree” that there were inhibiting teacher’s belief and perception.

As well, the respondents were asked ‘whether the students agree that there were inhibiting students’ belief and perception’. Responding to this item: 112(42.8%) of the respondents “Disagree”, 45(17.2%) of them are “Neutral”, 105(40.1%) of the respondents were “Agree” that there were inhibiting students’ belief and perception.

And also, the respondents were asked ‘whether the students agree that there were inharmonious learning interests of the students’. Responding to this item: 118(45%) of the respondents were “Disagree”, 38 (14.5%) of them are “Neutral”, 106(40.5%) of them “Agree” that there were inharmonious learning interests of the students.

Furthermore, the respondents were asked ‘whether the students agree that there was dominance of some learners in group activities’. Responding to this item: 135(51.5%) of the respondents were “Disagree”, 32(12.2%) of them are “Neutral”, 95(36.3%) of them “Agree” that there was dominance of some learners in group activities.

On top of that, the respondents were asked ‘whether the students agree that there were problems in designing instructional materials’. Responding to this item: 106(40.5%) of respondents were “Disagree”, 44(16.8%) of them are “Neutral”, 112.62(42.8%) of them “Agree” that there were problems in designing instructional materials.

Finally, the respondents were asked ‘whether the students agree that there were inhibiting weekly load of the teacher not to implement active learning methods’. Responding to this item: two

(0.8%) of them “Disagree”, 84 (32%) of them are “Neutral”, 176(67.2%) of them “Agree” that there were inhibiting weekly load of the teacher not to implement active learning methods.

Apart from looking at the frequencies and percentages of the items of ‘the factors impeding Active Learning implementation from the teacher’s perspective; the distribution of the data with respect to the mean or median, standard deviations, inter-quartile range, skewness are summarized in Table 4.6.

From the aforementioned results (See Table 4.6) on the factors impeding active learning implementation, the relatively higher averages were accounted for: failure to employ continuous assessment widely and giving improper marks, problems of using appropriate teaching-learning aids, shortage of time to implement active learning, large class size, and weekly load of the teacher. This implies that these factors were significantly impeding the implementation of the active learning methods in English lessons in the selected schools. Other factors such as inhibiting teacher’s belief and perception, inhibiting students’ belief and perception, inharmonious learning interests of the students, dominance of some learners in group activities and problems in designing instructional materials did have lower averages in impeding the implementation of the active learning methods in English lessons. Yet, these factors did have some contribution in impeding the implementation of the active learning methods in English lessons.

One way of interpreting the results and distributions is that the factors with higher averages and positively skewed data distribution significantly set back the implementation of active learning methods.

In addition to questionnaire, the researcher conducted an interview with the school principals of the three sample schools and the Sub-City education office supervisor to get their views on factors that affect the practice of active learning approach in English language classrooms. This helped the researcher to triangulate the data to draw conclusions. Similar interview guides were forwarded for three principals and the supervisor in May 21-24,2019 as follows: R “What do you think are the main challenges that your school students and English teachers face while they are trying to practice active learning methods of teaching?” When the researcher interviewed the three principals on this item they forwarded their views as follows: P1 Replied by saying that,

“In my opinion, the main challenges that our school teachers and students face while trying to practice active learning methods of teaching were the classroom environment and the large number of students

(P2, Personal Interview, on May 22, 2019) On his part reported that:” it was time consuming and the school facilities were uncomfortable.”

P3 also mentioned:”the inability of using the target language proficiently, lack of interest to the method, shortage of time and lack of classroom facilities as the main challenges.” The three principals commonly respond that the lack of classroom facilities in sample schools.

The Supervisor on his part, on May 24, 2019 replied as supporting the three principals ideas: “Shortage of time, inappropriate classroom sitting arrangement to arrange students into groups, lack of willingness among students to take part in such activity. For instance, fear of committing mistakes while speaking English during presentation and group discussion were the main challenges.” For further understanding of the factors affecting the practice of active learning methods in the teaching learning of grade ten English classrooms the researcher observed the classroom conditions of the three sample schools using observation checklists to strengthen the data from students’ questionnaire and interview made with principals and supervisor.

To fulfill the purpose of the observation the teaching learning process of seven classes were purposively observed with five males and two females English teachers those who have the least work services from the three sample schools according to their period distribution. The observation was conducted by the researcher himself and the result of the observed checklist were added up and presented as follows. The data obtained from classroom observation proved that there were adequate number of desks which were not easily moveable. However, there was no enough space between the desks for teachers freely movement in the class for helping students and the number of students in the class was not manageable for teachers since 50 and above students in the class. As teachers’ need, a maximum of 35 students in a class was a conducive environment for continuous assessment and active learning implementation. Moreover, the classroom sitting arrangements were not convenient for the practice of active learning due to the nature of combined double desk that occupied large space. The lesson was also not participatory, the teachers were not more facilitator rather than talk more, students did not do their

activities cooperatively, and students did not speak the language confidently. Therefore, the observed schools did not reflect the required condition for active learning practices effectively.

4.7. The frequency to which extent the teachers use different active learning strategies in the classroom

At last, the respondents were asked to rate the frequency of active learning methods that are commonly used by the teachers in English lessons. The commonly employed active learning methods that were provided to the respondents for rating include: lecture, project, problem-solving, role-playing, discussions, brainstorming, peer-teaching, cooperative learning, field trip, group work, question and answer, demonstration and debating. The data on the commonly used active learning methods in English lessons are depicted by items/indicators in Table 4.7.

Table 4.7: Active Learning methods often used by teachers

N=262

	Active Learning methods used by teachers	Always		Often		Sometimes		Rarely		Not at All		Total %
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%	
1	Lecture / explanation	124	47.3	54	20.6	62	23.7	22	8.4	-	-	100
2	Project method	-	-	9	3.4	60	22.9	116	44.3	77	29.4	100
3	Problem solving method	30	11.5	17	6.5	109	41.6	25	9.5	81	30.9	100
4	Role-playing	-	-	9	3.4	60	22.9	116	44.3	77	29.4	100
5	Discussion	55	21	82	31.3	58	22.1	39	14.9	28	10.7	100
6	Brainstorming	26	9.9	37	14.1	32	12.2	57	21.8	110	42	100
7	Peer Teaching	36	13.7	49	18.7	20	7.6	39	14.9	118	45	100
8	Cooperative learning	37	14.1	21	8	64	24.4	42	16	98	37.4	100
9	Field Trip	-	-	9	3.4	60	22.9	116	44.3	77	29.4	100
10	Group work	37	14.1	131	50	33	12.6	31	11.8	30	11.5	100
11	Question and Answer	47	17.9	37	14.1	129	49.2	23	8.8	26	9.9	100
12	Demonstration	47	17.9	32	12.2	141	53.8	21	8	21	8	100
13	Debating	26	9.9	16	6.1	58	22.1	21	8	141	53.8	100

Source: Survey data, 2019

Respondents were asked to rate the commonly used active learning methods in English lessons. In response to the item how often 'lecture method' has been used by the teacher as one of the active learning methods, the respondents replied that it has been: "Always" for 124 (47.3%) of respondents, "Most often" for 54 (20.6%) of them, "Sometimes" for 62 (23.7%) of them, and "Rarely" for 22 (8.4%) of them.

Besides, the respondents were asked to state how often 'project method' has been used by the teacher as one of the active learning methods. In response to this, the respondents replied that project method has been used by the teacher and the frequency of the method has been rated to be: "Most often" by 9 (3.4%) of them, "Sometimes" by 60 (22.9%) of them, "Rarely" by 116 (44.3%) of them and "Not at All" by 77 (29.4%) of the respondents.

While responding to how often 'problem-solving method' has been used by the teacher as one of the active learning methods, the method has been rated to be: "Always" by 30 (11.5%) of respondents, "Most often" by 17 (6.5%) of them, "Sometimes" by 109 (41.6%) of them, "Rarely" by 25 (9.5%) of them and "Not at All" by 81 (30.9%) of the respondents.

They were also asked to react on how often 'role-playing method' has been used by the teacher as one of the active learning methods. Reacting to this, the respondents replied that English teacher used to employ role-playing method and the frequency of employing this method by the teacher has been rated to be: "Most often" by 9 (3.4%) of them, "Sometimes" by 60 (22.9%) of them, "Rarely" by 116 (44.3%) of them and "Not at All" by 77 (29.4%) of the respondents.

Concerning the item how often 'discussion method' has been used by the teacher, the respondents responded that their English teacher used to employ the method and the frequency of the method's usage has been rated to be: "Always" by 55(21%) of respondents, "Most often" by 82(31.3%) of respondents, "Sometimes" by 58(22.1%) of them, "Rarely" by 39(14.9%) of them and "Not at All" by 28 (10.7%) of the respondents.

In connection with the item how often 'brainstorming method' has been used by the teacher in English lessons, the respondents responded that brainstorming method has been used by the teacher and this has been rated to be: "Always" by 26 (9.9%) of respondents, "Most often" by 37 (14.1%) of them, "Sometimes" by 32 (12.2%) of them, "Rarely" by 57(21.8%) of them and "Not at All" by 110 (42%) of the respondents.

The other item presented to the respondents is how often 'peer-teaching method' has been used by the teacher, the respondents replied that peer-teaching method has been used by the teacher and this has been rated to be: "Always" by 36 (13.7%) of respondents, "Most often" by 49

(18.7%) of them, “Sometimes” by 20 (7.6%) of them, “Rarely” by 39 (14.9%) of them and “Not at All” by 118 (45%) of the respondents.

In response to how often ‘cooperative learning method’ has been used by the teacher, the respondents replied that cooperative learning method has been used by the teacher and this has been rated to be: “Always” by 37(14.1%) of respondents, “Most often” by 21 (8%) of them, “Sometimes” by 64 (24.4%) of them, “Rarely” by 42 (16%) of them and “Not at All” by 98 (37.4%) of the respondents.

Another item that the respondents were asked is how often ‘field trip’ has been used as active learning method, the respondents replied that field trips were there and they have been rated to be: “Most often” by 9 (3.4%) of them, “Sometimes” by 60 (22.9%) of them, “Rarely” by 116 (44.3%) of them and “Not at All” by 77 (29.4%) of the respondents.

With reference to the item how often ‘group works’ have been used by the teacher, the respondents reacted that their English teacher used to give group works/activities to the class and the frequency of this has been rated to be: “Always” by 37(14.1%) of respondents, “Most often” by 131(50%) of respondents, “Sometimes” by 33(12.6%) of them, “Rarely” by 31(11.8%) of them and “Not at All” by 30 (11.5%) of the respondents.

Pertaining to the item how often ‘question and answer method’ has been used by the teacher, the respondents reacted that their English teacher used to employ question and answer method and the frequency of this method has been rated to be: “Always” by 47(17.9%) of respondents, “Most often” by 37(14.1%) of respondents, “Sometimes” by 129(49.2%) of them, “Rarely” by 23(8.8%) of them and “Not at All” by 26 (9.9%) of the respondents.

On the subject of how often ‘demonstration method’ has been used by the teacher, the respondents stated that their English teacher used to apply demonstration method and the frequency of this method has been rated to be: “Always” by 47(17.9%) of respondents, “Most often” by 32(12.2%) of respondents, “Sometimes” by 141(53.8%) of them, “Rarely” by 21(8%) of them and “Not at All” by 21(8%) of the respondents.

The last item under the category of the active learning methods used by the English teachers is how often ‘debating’ has been used among the learners. While reflecting on how often ‘debating

method’ has been used, they replied that debating has been conducted between/among students and such this has been rated to be: “Always” by 26 (9.9%) of respondents, “Most often” by 16 (6.1%) of them, “Sometimes” by 58 (22.1%) of them, “Rarely” by 21(8%) of them and “Not at All” by 141(53.8%) of the respondents.

Table 4.8: Active Learning methods often used by teachers

N=262

	AL methods often used	Min.	Max.	Mean	SD	Med.	IQR	Skewness
1	Lecture	1.00	5.00	4.069	1.02229	4.00	2.00	-.615
2	Project	1.00	5.00	2.004	.81414	2.00	2.00	.379
3	Problem solving	1.00	5.00	2.580	1.29812	3.00	2.00	.278
4	Role-playing	1.00	5.00	2.004	.81414	2.00	2.00	.379
5	Discussion	1.00	5.00	3.370	1.26414	4.00	2.00	-.416
6	Brainstorming	1.00	5.00	2.282	1.38837	2.00	2.00	.704
7	Peer Teaching	1.00	5.00	2.412	1.53313	2.00	3.00	.524
8	Cooperative learning	1.00	5.00	2.454	1.41820	2.00	2.00	.532
9	Field Trip	1.00	5.00	2.004	.81414	2.00	2.00	.379
10	Group work	1.00	5.00	3.435	1.20725	4.00	1.00	-.795
11	Question and Answer	1.00	5.00	3.214	1.14140	3.00	1.00	-.100
12	Demonstration	1.00	5.00	3.240	1.08957	3.00	1.00	-.024
13	Debating	1.00	5.00	2.103	1.37606	1.00	2.00	.880

Source: Adapted from field survey, May 2019

Apart from looking at the frequencies and percentages of the items of the active learning methods used by the English teachers; the distribution of the data with respect to the mean or median, standard deviations, inter-quartile range, skewness were summarized in Table 4.8.

Regarding the distribution of the data on the item ‘lecture method’ as active learning methods used by the English teachers; the mean was 4.069, the standard deviation was 1.02229, the median was 4.00, and the inter-quartile range (IQR) was 2.00 and the skewness was -.615. In connection with the distribution of the data on the item ‘project method’; the mean was 2.004, the standard deviation was .81414, the median was 2.00, the inter-quartile range (IQR) was 2.00 and the skewness was .379. Pertaining to the distribution of the data on the item ‘problem-solving method’; the mean was 2.580, the standard deviation was 1.29812, the median was 3.00, the

inter-quartile range (IQR) was 2.00 and the skewness was .278. With regard to the distribution of the data on the item 'role-playing method'; the mean was 2.004, the standard deviation was .81414, the median was 2.00, the inter-quartile range (IQR) was 2.00 and the skewness was .379. Relating to the distribution of the data on the item 'discussion method'; the mean was 3.370, the standard deviation was 1.26414, the median was 4.00, the inter-quartile range (IQR) was 2.00 and the skewness was -.416. About the distribution of the data on the item 'brainstorming method'; the mean was 2.282, the standard deviation was 1.38837, the median was 2.00, the inter-quartile range (IQR) was 2.00 and the skewness was .704. Regarding the distribution of the data on the item 'peer-teaching method'; the mean was 2.412, the standard deviation was 1.53313, the median was 2.00, the inter-quartile range (IQR) was 3.00 and the skewness was .524. As regards the distribution of the data on the item 'cooperative learning method'; the mean was 2.454, the standard deviation was 1.41820, the median was 2.00, the inter-quartile range (IQR) was 2.00 and the skewness was .532. As to the distribution of the data on the item 'field trip method'; the mean was 2.004, the standard deviation was .81414, the median was 2.00, the inter-quartile range (IQR) was 2.00 and the skewness was .379. In respect of the distribution of the data on the item 'group work method'; the mean was 3.435, the standard deviation was 1.20725, the median was 4.00, the inter-quartile range (IQR) was 1.00 and the skewness was -.795. With respect to the distribution of the data on the item 'question and answer method'; the mean was 3.214, the standard deviation was 1.14140, the median was 3.00, the inter-quartile range (IQR) was 1.00 and the skewness was -.100. Concerning the distribution of the data on the item 'demonstration method'; the mean was 3.240, the standard deviation was 1.08957, the median is 3.00, the inter-quartile range (IQR) was 1.00 and the skewness was -.024. With reference to the distribution of the data on the item 'debating method'; the mean was 2.103, the standard deviation was 1.37606, the median was 1.00, the inter-quartile range (IQR) was 2.00 and the skewness was .880.

From the aforementioned results, the relatively higher averages were attributed to the usage of lecture, group work, discussion, demonstration, and question and answer methods of active learning. This implies that these methods were better used than the other active learning methods whose results are at lower averages. In respect of the skewness of the data distribution, it is negatively skewed for project, problem-solving, role-playing, brainstorming, peer-teaching, cooperative-learning, field-trip and debating methods while it is positively skewed for the

methods with relatively higher averages. In addition to questionnaires the researcher has also conducted the interview on three principals of the three selected sample schools and the Sub-City Education office supervisor to get their views on the current practice of active learning method in grade ten English classes. This also helped the researcher to triangulate the data and draw conclusions. The interview was as follows: (Hint: R= researcher, P=principal)

R.” Do you think that English teachers and students in your school are practicing active learning methods in their regular classes?” If your answer is yes, how? If no why? The other question raised was “which types of active learning methods were practiced by teachers and students in the classroom?” Concerning to these from the three principals interviewed P1 replied that “ English teachers and students were practicing active learning in the classroom but group work and question and answer more often practiced in our school.” The second principal(p2) and p3 also supported the p1 response in the same manner. But, the Supervisor opposed the three principals answer by saying “ No. the sample schools English teachers and students were rarely practicing active learning methods. By taking the role of facilitators English teachers were not encouraging their students to make debate in the classroom, to visit field trip, no project work and did not use others methods rather than asking and answering questions and also by doing activities in pairs and groups. The classroom observation result also supported the supervisor ideas that teachers and students were not effectively practicing active learning in their regular classes as well as the prepared lesson confirmed from its context . From the above points of view, we cannot say that English teachers were satisfactorily encouraging their students for active participation in different activities.

One way of interpreting the results and distributions is that the methods with higher averages and positively skewed data distribution (i.e. lecture, group work, discussion, demonstration, and question and answer) were widely used active learning methods. However, the averages of these methods are near to median but not to the maximum point.

Though the average of lecture method is near to the maximum point/value, maximum care should be taken in using lecture method as it tends to be more inclined to the teacher-centered approach.

The other interpretation to the results and distributions is that the methods with lower averages and negatively skewed data distribution (i.e. project, problem-solving, role-playing, brainstorming, peer-teaching, cooperative-learning, field-trip and debating) were not adequately used active learning methods. Here comes the significant need in employing these active learning methods in English lessons.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter of the thesis focuses on the summary of key findings, conclusions and recommendations of the study the practices of active learning approach sin Grade 10 English Lessons. The first section of this chapter summarizes the key findings of the research, The second section of this chapter explains what the study was all about; the process the researcher went through to accomplish the study, the results and discussion of the data. While the third section puts forward some recommendations to tackle the main challenges of implementing active learning approach/methods in Grade 10 English Lessons in Arada Sub City of Addis Ababa City Administration.

5.2. Summary of Key Findings

The rate of response of the questionnaire presented was 97% for students. Finally, the quantitative data were encoded, tabulated analyzed and interpreted by using descriptive statistics frequency, percentage and mean and the qualitative data were analyzed using narrative forms. The result of the study generally indicated that although the attitude of teachers and their understanding of active learning method were good. But their actual classroom performance was unsatisfactory. As the result of this study, the following findings were drawn.

Findings on Teachers and Students practice of Active Learning Approach:

The findings indicated that English teachers are helping their students to discuss activities in pairs or groups by motivating them to practice active learning methods in the classroom but students' participation is very low.

The majority of the respondents rated the items-‘usage of discussions and group works’, ‘employing learner-centered approach’, ‘interactive learning is being practiced’ and ‘exercising the four language skills in a balanced way’ below the average value, and hence these indicators of active learning practice have not been fulfilled as adequately as they should be in English

lessons. Yet, the majority of the respondents rated some items- 'learners are more interested in grammar lessons', 'English teacher gives greater emphasis for clever students only' and 'the practice of active learning as to taking too much time' below the average value but these indicators of active learning practice have been fulfilled as adequately as they should be in English lessons since these practices or perceptions have to be minimized further.

On the other hand, the majority of the respondents rated the items- 'the teacher gives correct answer on the blackboard', and 'active learning enhances language competence of the learners' equal or greater than the average value, and hence these indicators of active learning practice have been fulfilled as adequately as they should be in English lessons and this practice or perception has to be strengthened further. Though the item 'usage of lecture method in English lessons' was rated to be equal or greater than the average value, this indicator of active learning practice have not been fulfilled as desirably as it should be in English lessons since this practice has to be minimized further to ensure active learning.

Students engagement in Active learning is not adequate for the indicators such as 'learning through group discussions and activities', 'meeting their responsibility', 'problem-solving and creativity in their lesson', 'engagement in academic debate' and 'dependence on their teacher'. However, their engagement is encouraging for the indicators such as 'accomplishing their field works/activities', 'accomplishing their group and home works/activities', 'engaging in peer-learning', 'giving/receiving feedback and correction' and 'learning through question and answering'.

Concerning the challenges of using active learning methods from the learners' perspective; reluctance of learners to actively engage in active learning, diffidence/dependence of the learners on teacher's instructional activities, little monitoring/support during the active learning process, dominance of teacher-centered learning method, inadequate training provided for the teachers, higher teacher's work load and inadequate practice of active learning at lower grades were found to be the major challenges in the implementation of active learning approach. None the less, other challenges such as time constraint, awareness of the benefits of active learning among the learners and lack of conducive learning environment to implement active learning methods did have minimal role in adversely affecting the implementation of the active learning methods in English lessons.

In connection to the use of active learning methods; lecturing, group work, discussion, demonstration, and question and answer methods of active learning are the dominantly used methods while project, problem-solving, role-playing, brainstorming, peer-teaching, cooperative-learning, field-trip and debating methods were little used in English lessons

5.3. Conclusions

Based on the findings of the study, the following conclusions were made.

Although English teachers were motivating their students to practice activities in the teaching learning classrooms, and were helping the students while they were doing activities given, the practice of active learning in the classroom of the selected secondary schools were still found to be unsatisfactory. Therefore, strong commitment is expected from the English teachers to bring more active learning to the classroom. The study indicated that Students were not frequently were arranging them to practice activities given. Only a few dominant groups of students were participating and this implies that still there is a tendency to rely on the traditional lecture method. The remaining students were passive listeners of the few. Therefore, in order to make the teaching learning process more active English teachers should practice some basic points by connecting learning to students' day to day life, organizing them to small groups.

The most commonly used active learning strategies found to be employed in the classrooms by teachers and students were mostly question and answer, pair and group work and lecture methods. These limited students' opportunity to interact with different active learning strategies to improve their communicative skill. As the result, the practice of active learning methods in the three schools was low. The study revealed that active learning was perceived positively by English teachers, school principals and supervisors but its practice in grade ten English language classes was still found to be unsatisfactory. Active learning methods of teaching was found to be an interesting teaching learning approach for English language classes and open room for students to have democratic relationship with their teachers, communicate freely using the language and to improve their language skills. On the contrary to the above idea, teachers and students believe as it consumes much of their time and results in difficulty to cover the contents of the lesson. As a result, strong effort is expected of English teachers to use the allocated class time effectively to teach students and to cover the lesson timely.

The study also concluded that shortage of time, lack of interest from students' side and poor classroom conditions were found to be the main challenges that students and English teachers were facing while they were trying to practice active learning approach in the teaching learning classrooms. Moreover, large number of students in the classroom, students' use of mother tongue in discussion, students' background experience of using active learning method, and teachers and students fear of committing mistakes while speaking English during presentation and discussion were found to be the other factors affecting the practice of active learning. Consequently, these problems have negatively affected the teachers' awareness of the procedures and approaches in which they should facilitate their students learning. Therefore, English teachers need to encourage students to learn from each other's knowledge and experience rather than explaining them how to do the activity. Teachers should arouse their students' interest in the activity by checking students sitting arrangement, objectives of the lesson, procedures to be followed and grouping students with different ability groups by focusing on fluency than accuracy.

5.4. Recommendations

Based on the findings, the study forwarded the following recommendations. Since active learning is an important learning method for the students which help them to become self learner and effective citizens, school principals and supervisors should have to make strong responsibility for facilitating the school environment for the effective practice of active learning by providing training for teachers and making close supervision to teachers methodology of teaching.

The school community particularly teachers, principals, the supportive staffs and the PTSA should work in collaboration to bring the school to more conducive to active learning practice by filling the classrooms with appropriate seats and constructing additional classes to bring the number of students in the classrooms to the average level of standards.

English teachers have to shift their teaching methodologies from the old traditional lecture method to the more participatory and effective active learning methods by acting as facilitators of the teaching learning process and encouraging more student participation by organizing their lesson in line with the active learning methods.

The students should also be convinced that active learning helps them to become effective on their academic performance and then they should develop good commitment to practice active learning in their English language classrooms.

Schools should provide adequate teaching aids and reference materials for teachers to help students learn better and the curriculum designers and textbook writers should have to prepare the teaching learning materials more available, like text books and teachers guide in the way it helps the English teachers to facilitate the practice of active learning.

English teachers should increase students' participation in the classroom by providing them with important procedures for the given activities and making groups with students from different sex and ability groups or academic achievements.

Students should be motivated by their teachers to the practice of active learning regardless of their mistakes that can be improved through practice by providing them with different methodologies that goes with the contents of the lesson. English teachers should give more emphasis to students' communicative skill development than being concentrated on grammar rules.

The woreda education office together with the Sub-City Education office and Addis Ababa administrative Educational Bureau should schedule special training program for English teachers for their capacity building to promote teachers practice of active learning in the classroom.

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Appendices
Appendices-I Questionnaire

Addis Ababa University College of Education and Behavioral Studies
Department of Educational planning and Management

The purpose of this questionnaire is to collect data about the research titled “*Praxis of active learning approach in grade 10 English language classes: The case of Arada Sub-City Sec. Schools in Addis Ababa*”. This research has been conducted for the partial fulfillment of MA Degree in School Leadership.

Dear Respondent,

Your responses are, therefore, of paramount importance to make recommendations that could improve the teaching learning process in the English language lessons. The completion of this questionnaire indicates how much cooperative you are for the fulfillment of the research. As everything is done anonymously, your responses will be kept confidential.

Thank you very much in advance!

I. Background Information

Please make a tick (√) mark in the box below or fill in the space provided as follows.

School Name-----

Sex: Male Female

Age: 21-25 26-30 31-35 36-40 41-45 above 45

Your Service in teaching the English language----- As an academic supervisor-----

As school principal-----

Educational Background: BED BA BSC MA/MSc PhD

Location of the school: Sub-City-----wereda-----

II. The practice of Active Learning strategies

The responses vary from 'always' to 'not at all'

5=always 4= more often 3= sometimes 2= rarely 1= not at all

No	Descriptions	5	4	3	2	1
1	The extent you which active learning is practiced in grade ten EFL lesson					
1.1	Discussions, group and pair works, information exchanges are used					
1.2	Lecture methods are used					
1.3	Most of the instruction is learner centered					
1.4	In the English class, only clever students ask and answer questions and have their works checked					
1.5	The teacher writes correct answers on the black board or tells orally and students jot them down					
1.6	Active learning takes too much time					
1.7	The teacher and the students practice interactive learning so that active learning is realized					
1.8	Speaking, listening, writing and reading are exercised frequently					
1.9	Students get more interested in grammar lessons					
1.10	Active learning enhance language competence so the teacher and the students practice it					

III. Active Learning Methods/Tools

5=strongly agree 4= agree 3=Neutral 2=disagree 1= strongly disagree

No	Descriptions	5	4	3	2	1
2	Methods used to practice active learning in EFL classes					
2.1	Students discuss while working in groups					
2.2	Role playing					
2.3	Completing field activities as a team work					

2.4	Assignments, project works, group works are designed and provided by the teachers					
2.5	Problem solving and discovery learning are ways frequently used					
2.6	Peer teaching, peer assessment and feed backs are there in active learning					
2.7	Students learn the English language through question and answer					
2.8	Teacher knows all. Students learn from the teacher's explanation					
2.9	Debate sessions are there during EFL classes					
2.10	Learners expect everything from their teacher					

IV. Challenges of Active Learning

5=Most serious 4=Serious 3= Neutral 2=Less serious 1=Not serious

No	Descriptions	5	4	3	2	1
3	Challenges faced by the teacher and the students while practicing active learning					
3.1	Time constrains					
3.2	Lack of awareness towards the benefits of active learning					
3.3	Reluctance (unwillingness)					
3.4	Dependent earning					
3.5	Little or no proper support					
3.6	Adaptation to lecture method of teaching					
3.7	In adequate training about active learning practices in EFL classes					
3.8	Teacher's Work load					
3.9	Learning environment is not conducive					
3.10	Lack of background knowledge or experience in lower grades					

If you have any other problems, please specify-----

V. perception of Teachers on the current practices of active learning methods

1=disagree 2=strongly disagree 3=undecided 4=agree 5=strongly agree

No	Factors affecting implementation of active learning	5	4	3	2	1
1	Inadequate teacher's training on its implementation					
2	Failure to employ continuous assessment widely and giving improper marks					
3	Inappropriate instructional materials					
4	Shortage of time to practice AL in classroom,					
5	Large class size					
6	Teacher's belief and perception					
7	Students' belief and perception					
8	Diversity of Students' interests					
9	Dominance of some learners in group activities					
10	Problems in designing instructional materials					
11	Weekly load of the teacher					

VI. The frequency to which extent the teachers use different active learning strategies in the classroom

5=Always 4=Frequently 3=Sometimes 3=Rarely 1=Not at all

No	How often do you use these active learning strategies	5	4	3	2	1
1	Lecture / explanation					
2	Project method					
3	Problem solving method					
4	Role-playing					
5	Discussion					
6	Brainstorming					
7	Peer Teaching					
8	Cooperative learning					
9	Field Trip					
10	Group work					
11	Question and Answer					
12	Demonstration					
13	Debating					

በተማሪዎች የሚሞላ መጠይቅ

ውድ ተማሪዎች

ይህ መጠይቅ የተዘጋጀው በአራዳ ክፍለ ከተማ አስተዳደር ሥር ለሚገኙ ሁለተኛ ደረጃ ት/ቤቶች አስረኛ ክፍል በእንግሊዘኛ ቋንቋ ትምህርት ወቅት የሚሰጠው ትምህርት ተማሪ ተኮር መሆኑንና ያለመሆኑን ለማረጋገጥና ትምህርቱ ተማሪ ተኮር ከሆነ ደግሞ የመማር ማስተማር ዘዴዎች ምን ምን ነገሮችን እንደሚያካትቱ እና እንዲሁም ትምህርቱ ተማሪ ተኮር በሚሆንበት ወቅት ምን ምን ችግሮች መምህራንና ተማሪያቸው እንደሚያጋጥሙ እንዲሁም የችግሩ ክብደት እስከ ምን ድረስ እንደሆነ ለማወቅ ከተማሪዎች በቂ መረጃ ለመሰብሰብ ነው። እናንተ የምስትሰጡት መረጃ ለዚህ ጥናታዊ ጽሁፍ ስኬታማነት የሚያግዝ መሆኑን ለመግለጽ ነው።

የምስትሰጡት ማንኛውም መረጃ በሚሰጠር የሚያግዝ ስለመሆኑ ከወዲሁ ላረጋግጥላችሁ እወዳለሁ። ስለዚህ የምስትሰጡትን መረጃ ስማችሁን መፍጽ አይጠበቅባችሁም።

ከምስጋና ጋር

ጠቅላላ መረጃ

የት/ቤቱ ስም ----- ክ/ከተማ ----- ወረዳ -----

የግል መረጃ:-

ፆታ:- ወንድ ሴት

ዕድሜ:- 15 ዓመት 16ዓመት 17ዓመት 18ዓመት 9ዓመት በላይ

ክፍል አንድ:-

መመሪያ:-

ከዚህ በታች የቀረቡት ሀሳቦች በአስረኛ ክፍል የእንግሊዝኛ ትምህርት ወቅት የትምህርቱ አቀራረብ ተማሪ ተኮር ወይም “በንቃት መማር” የሚለውን ፅንሰ ሀሳብ መሠረት ያደረገና አተገባበሩም በተመለከተ የተዘጋጁ ናቸው። ስለዚህ በእያንዳንዱ ጥያቄ መልስ ለመስጠት “✓” ምልክት በመጠቀም ሀሳብህን/ አሳብሽን ስጥ/ስጭ

5= ማለት ሁል ጊዜ 4=ማለት አብዛኛውን ጊዜ 3= ማለት አንዳንዴ 2 ማለት =አልፎ አልፎ 1= ማለት በጭራሽ ማለት ነው።

1	በንቃት መማር (Active learning) እና አተገባበሩ	5	4	3	2	1
1.1	እንግሊዝኛ ቋንቋን ስንማር በውይይት፣ በቡድን፣ በጥንድ መስራትና እርስ በእርስ ሃሳብ በመለዋወጥ በንቃት እንማራለን።					
1.2	መምህራችን የሚነግሩንን እናዳምጣለን፣ መምህሩ በጥቁር ሰሌዳ ላይ የሚፅህፉትን በደብተራችን እንገለብጣልን እቤት ገብተን መለመጃዎችን እንሰራለን።					
1.3	በእኛ የእንግሊዝኛ ትምህርት ክፍል ውስጥ አብዛኛው የመማር ማስተማር ሂደት ተማሪ ተኮርነው። መምህራችንም በጋራ እንድሰራ እገዛ ያደረጉልናል።					
1.4	በእንግሊዝኛ ክፍለ ጊዜያችን ጉበዝ ተማሪዎች ብቻ ጥያቄ ይጠይቃሉ፣ መልስ ይመልሳሉ፣ ደብተር ይታረምላቸዋል።					
1.5	መምህራችን ትክክለኛውን መልስ ጥቁር ሰሌዳ ላይ የጽፏሉ ዋይም በቃል ይነግሩናል እኛም እንጽፋለን።					
1.6	አሳታፊ የትምህርት አሰጣጥ ሂደት ጊዜ ስለሚወስድ መምህሩ ማብራሪያ ይሰጣሉ።					
1.7	በእኛ ክፍል ውስጥ በእንግሊዝኛ ቋንቋ ትምህርት ወቅት መምህራችንም ሆኑ እኛ (ተማሪዎች) እንተገብራለን።					
1.8	በእንግሊዝኛ ትምህርት ክፍለ ጊዜያችን በቋንቋው መናገር፣ ማዳመጥና መጻፍ ማንበብን ዘወትር እንተገብራለን።					
1.9	መምህራችን ከንግግር ከህሎት ይልቅ ግራመር ብቻ ቢያስተምሩን እንወደለን።					
1.10	በንቃት መማር (ተማሪ ተኮር የትምህርት ሂደት) የእንግሊዝኛ ቋንቋን ለማዳበር ይጠቅማል። ስለዚህ እኛም ይህንኑ እየተገበርን እንገኛለን።					

ወደ ተማሪዎች ስለ ትምህርት አሰጣጡ ተማሪ ተኮር መሆኑን እና ስለ አተገባበሩ /ተግባራዊነቱ ያልተጠቀሰ ሃሳብ ካላችሁ ተጨማሪ በማድረግ ፃፉ-----

ክፍል ሁለት:- የትግበራ ዘዴዎች

መመሪያ:- የሚከተሉት ሐሳቦች በእንግሊዝኛ ትምህርት ሂደት ወቅት ትምህርቱ ተማሪ ተኮር ለማድረግ ወይንም እንግሊዝኛ በንቃት መማርን (Active learning) ለመተግበር መምህሩና ተማሪዎች የሚጠቀሙበትን ዘዴዎች ይመለከታል።

መልሶቹም በጣም እስማማለሁ እስከ በጣም እቃወማለሁ ድረስ የተሰጡናቸው።

ውድ ተማሪዎች መልስ ለመስጠት የ“✓” ምልክቱን በተገቡው ሣጡን ውስጥ በማድረግ መልሱ።

መፍቻ:- 5=ማለት በጣም እስማማለሁ፣ 4=ማለት እስማማለሁ፣ 3=ማለት በከፊል እስማማለሁ፣ 2=ማለት እቃወማለሁ፣ 1=ማለት በጣም እቃወማለሁ ማለት ነው።

2	የተግበራ ዘዴዎች	5	4	3	2	1
2.1	እንግሊዝኛን በወይይት መልክ እንማራለን።					
2.2	ትምህርቱን ተግባራዊ ለማድረግ ሲባል ተማሪዎች የራሳቸውን ድርሻ ይወጣሉ።					
2.3	ትምህርቱን በተመለከተ የመስክ ሥራ ሲሰጠን ስርተን ለክፍል እናቀርባለን።					
2.4	የቤት ሥራዎች፣ አሳይመንቶችና የቡድን ሥራዎች በደንብ ተዘጋጅተው ይሰጡናል። እኛም በጋራ እንሰራለን።					
2.5	ኘሮብሌሞችን መፍታት፣ የፈጠራ ሥራዎችና ሌሎች ተዛማጅ ዘዴዎች ዘወትር በእንግሊዝኛ ክፍል ጊዜያትን የምንተገብራቸው ተግባሮች ናቸው					
2.6	በእንግሊዝኛ ትምህርት ወቅት እርስ በእርስ እንዲሁም ግብረ መልስ እንስጣለን።					
2.7	እንግሊዝኛን በጥያቄና መልስ መልክ እንማራለን።					
2.8	መምህራችን ሁሉንም ስለሚያቁ በሚያደርጉልን ገለፃ ላይ ተመስርተን እንማራለን።					
2.9	በእንግሊዝኛ ቋንቋ ክፍለ ጊዜያትን የክርክር ጊዜያት ፍረናል፣ እንማርበታለንም።					
2.10	ማወቅ የሚገባንን ነገር ሁሉ መምህራችን ይነግሩናል።					

ክፍል ሶስት:-

ውድ ተማሪዎች ከዚህ በታች የተዘረዘሩ ሃሳቦች የእንግሊዝኛ ቋንቋ ትምህርት ተግባራዊ ከማድረግ አኳያ መምህራንና ተማሪዎች የሚገጥሟቸውን ችግሮች እና የችግሮቹ አሰከፊነት እስከ ምን ድረስ መሆኑን ለማወቅ የሚያገለግሉ ናቸው። ሀሳቦቹን ከተረዳችሁ በኋላ የ“✓” ምልክት በመጠቀም መልሱ። የችግሩ ደረጃ በጣም አስከፊ እስከ አስከፊ ያልሆነ ተብሎ ተቀምጧል።

መፍቻ፡- 4=ማለት በጣም አስከፊ፣ 3=ማለት አስከፊ፣ 2=ማለት መጠናኛ አስከፊ፣ 1=ማለት አስከፊ አይደለም

3	በትግበራ ወቅት የሚያጋጥሙ ችግሮች	4	3	2	1
3.1	ለመማር ማስታወሻ ተግባራዊነት የሰዓት ችግር አለ።				
3.2	ትምህርቱን ተማሪ ተኮር ለማድረግ የሚገኘውን ጥቅም አለመረዳት እና የግንዛቤ ማነስ።				
3.3	የተማሪዎች እንቢተኛነት /ለመሳተፍ ፍቃደኛ አለመሆን/				
3.4	ጥገኝነትን መላመድ /በራስ አለመተማመን/				
3.5	የትምህርት ሱፐርቫይዘር ክክትትልና ደጋፍ አናሳ መሆን				
3.6	መምህር ተኮር የመማር ማስተማር ሂደት መኖር				
3.7	ለተማሪዎች ሆነ ለመምህሩ የሚሰጠው ስልጠና አናሳ መሆን				
3.8	የመምህሩ የሥራጫና መኖር				
3.9	ምቹ የትምህርት ሥፍራ አለመኖር				
3.10	እታችኛው ክፍል /አንደኛ ደረጃ ላይ/ ስለ ተማሪ ተኮር በቂ ልምድ አለመኖር				

ሌላች ግር ካለግለፅ/ጨ-----

ክፍል አራት፡- በአሁኑ ወቅት ያለው የመምህሩ አመለካከት በተማሪ ተኮር ማስተማር ስነ-ዘዴ በተግባር ላይ።

ውድ ተማሪዎች ከዚህ በታችህ የተዘረዘሩ ሀሳቦች የእንግሊዝኛ ቋንቋ ትምህርት ተግባራዊ ከማድረግ አኳያ የመምህራን አመለካከት በአተገባበሩ ላይ ምን እንደሚመስል ሀሳቦቹን ከተረዳችሁ በኋላ የ “✓” ምልክት በመጠቀም መልሱ። የችግሩ ደረጃ አልስማም እስከ በጣም እስማማለሁ ድረስ ተብሎ ተቀምጧል።

- 1= አልስማም 2= በጣም አልስማም 3= ለመወሰን እቸገራለሁ 4= እስማማለሁ 5= በጣም እስማማለሁ

ተ.ቁ	ተማሪ ተኮር ማስተማር ስነ-ዘዴ ተግባራዊ እንዲሆን የሚያደርጉ ምክንያቶች	5	4	3	2	1
1	የመምህራኖች የስልጠና ዕጥረት በአተገባበሩ ላይ					
2	የተከታታይ ምዘና በስፋት መጠቀምና ፍትሐዊ ያልሆነ ውጤት ለተማሪዎች መስጠት።					
3	የማስተማሪያ ማቴሪያሎች ምቹ አለመሆን (መማሪያ መጻሕፍት፣ መረጃ መሣሪያና ሞጁሎች ወዘተ)					
4	በክፍል ውስጥ ተግባራዊ ለማድረግ ያለው የጊዜ ዕጥረት					

5	በክፍል ውስጥ የሚገኙ ተማሪዎች ቁጥር ብዛት					
6	የመምህራን እምነትና አመለካከት በአተገባበሩ ላይ ችግር አለው?					
7	የተማሪዎች እምነትና አመለካከት በአተገባበሩ ላይ ችግር አለው?					
8	የተማሪዎች የተለያዩ ፍላጎት መኖር					
9	በአተገባበሩ ወቅት የአንዳንድ ተማሪዎች ተፅዕኖ በሌሎች ተማሪዎች ላይ ችግር አለው?					
10	የማስተማሪያ ማቴሪያሎች ዝግት ችግር አለው?					
11	የመምህሩ/ርቷ ሳምንታዊ ክፍለ ጊዜ ጫና አለው?					

ክፍል አምስት:- የተማሪ ተኮር አተገባበር አስተራቴጂ አጠቃቀም ድግግሞሽ

ውድ ተማሪዎች ከዚህ በታች የተዘረዘሩ ሀሳቦች የእንግሊዝኛ ቋንቋ ትምህርት ተግባራዊ ከማድረግ አኳያ የመምህራን የተማሪ ተኮር አተገባበር አስተራቴጂ አጠቃቀም ድግግሞሽ በመማር ማስተማር ሃደት ወቅት ምን እንደሚመስል ሀሳቦቹን ከተረዳችሁ በኋላ የ “✓”

ምልክት በመጠቀም መልሱ:: የችግሩ ደረጃ ከሁል ጊዜ እስከ በጭራሽ ድረስ ተብሎ ተቀምጧል::

5= ሁል ጊዜ 4= ብዙ ጊዜ 3= አልፎ አልፎ 2= ባልተለመደ ሁኔታ 1= በጭራሽ አለመጠቀም ሁኔታ=

ተ.ቁ	ብዙውን ጊዜ መምህራኖቹ የሚጠቀሙባቸው ተማሪ ተኮር ማስተማር ስነ-ዘዴ እስተራቴጂዎች	5	4	3	2	1
1	በመምህሩ ትምህርታዊ መግለጫ መስጠት፤					
2	በፕሮጀክት ማስተማር ስነ-ዘዴ					
3	በችግር ፈቺ ማስተማር ስነ-ዘዴ					
4	በተዋናይ ጫወታ ማስተማር ስነ-ዘዴ					
5	በውይይት ማስተማር ስነ-ዘዴ					
6	አዕምሮ ውስጥ ያለውን ዕውቀት እንዲያስታውሱ በማድረግ					
7	በአቻ ስልጠና ስነ-ዘዴ					
8	በሀብረት የመማር ስነ-ዘዴ					
9	በመስክ ጉብኝት					
10	በቡድን ሥራ መልክ ማስተማር					
11	በጥያቄና መልስ መልክ ማስተማር					
12	በገለጻዊ መልክ ማስተማር					
13	በክርክር መልክ ማስተማር					

Appendix II- Interview

Part-I Background Information

1. Sex: M-----F-----
2. Age-----
3. Qualification A/ diploma B/ BA/BSC/BED C/ MA/MSE/MED
4. Respondent's Name_____
5. School Name_____
6. Position in the school A/Principal B/Vice principal C/Supervisor
7. Service year in the current position A/ 1-5 years B/6- 10 years C/ 11 years and above

Part II: Interview Guides

Direction: I would like you to briefly provide me your own opinions on the following questions based on your experience in the school.

A semi structure Interview for, the school principals and Sub-City Educational office English supervisor. The purpose of conducting this interview to the focus group interviewees is that to complement the data collected through questionnaires and observation check list. As mentioned above, related interview questions are presented to sample school principals who has the lion's share to direct the whole activities happening in the school and Sub-City Educational office English supervisor who has the responsibility to facilitate the teaching learning process. For the successful completion of this study, the following questions were used by the researcher to know the insights these people had about the implementation, methods of implementation and the factors affecting during the actual work in the EFL classes.

For the school Principal

1. As it is known, the currently used approach of teaching is learner – centered (Active - learning) approach. Is this approach being practiced in grade ten EFL classes in your school? If yes, how often is it made practical? If not, why?
2. Do you know teachers use discussion, role – play, project methods, peer teaching and cooperative learning, etc. methods during the class to make the language instruction live? As a school principal, and what would you do if teachers ignore active learning / learner – centered approach not by using the mentioned methods, and if they stick to the traditional teacher centered approach what would you do if you know the problem?
3. What problems do you think faced by the teachers and the students while implementing active learning in grade ten EFL classes? To what extent (if any) do you think can these problems affect the teaching learning? How do you think can these difficulties be minimized or avoided?
4. As the school principal, what do you comment about the current practice of active learning methods in your school?

Sub-City English supervisor

1. Do you think the teaching learning of the EFL in grade 10 is learner centered? Are there active – learning practices in their classes?

Yes, there is. No, there is not.

2. As the Sub-City English supervisor, how often do you provide your support so that active learning would be practical?
3. Do you think there are problems in practicing active learning in the EFL classes of the said Grade (grade ten)?

I think so. I don't think so

If you believe there are problems, what are they? How much are they serious or to what extent do you think they can affect the implementation of active learning? How do you think can this problem be done away with?

4. As a supervisor, what do you comment about the current practice of active learning methods in your school?

Appendix III-A check list for observation

This section is used for complement of the other tools (questionnaire and interviews) to check whether the practice is actually there (implemented) or not, methods used and challenges (difficulties) encountered. The following items are selected and prepared by the researcher.

Grade -----section observed -----

Date of observation ----- duration -----

Subject: English Topic: -----

Sub topic: ----- Lesson-----

Teacher's name: -----

No of students per section: male----- female ---- total -----

Items

1	The practice of Active learning	Yes	No
1.1	The method of instruction is learner – centered		
1.2	The teacher uses teacher – centered approach		
1.3	Students learn English cooperatively		
1.4	Teacher monitors the class, facilitates learning, and leaves most of the work to the students.		
1.5	Teacher speaks a lot, students Listen and write teacher’s note.		
1.6	The lesson is participatory		
1.7	Grammar lesson has more emphasis		
1.8	Students have goals set for common success.		
1.9	Teacher uses translation method (uses local languages)		

1.10	Students use English fluently		
2	Methods /Techniques to implement Active learning	Yes	No
2.1	Pair or Group discussion		
2.2	Role – play		
2.3	Project works are provided		
2.4	Assignments, home works, group works		
2.5	Problem solving, creative works,		
2.6	Peer teaching , peer assessment and feedback provisions		
2.7	Question and answer		
2.8	Lecture method often used		
2.9	Brain storming is there		
2.10	Debates		
3	Challenges faced by the teacher and the students while implementing active learning in the class.	Yes	No
3.1	Time shortage		
3.2	Large class size		
3.3	Lack of awareness		
3.4	No or little resource		
3.5	Little follow up		
3.6	Teacher’s work load		
3.7	Administrative problems		
3.8	Inappropriate learning situation		