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**EFL TEACHERS' AND STUDENTS' PERCEPTIONS AND
PRACTICES AT EGAMBO AND EKONTE SECONDARY
SCHOOL GRADE 9 IN FOCUS**

BY:

ABEYE YESHO

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**EFL TEACHERS' AND STUDENTS' PERCEPTIONS AND
PRACTICES OF ACTIVE LEARNING METHODS IN
SPEAKING CLASSROOMS AT EGAMBO AND EKONTE
SECONDARY SCHOOL GRADE 9 IN FOCUS**

BY:

ABEYE YESHO

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The thesis title “EFL Teachers’ and students’ Perceptions and Practices of Active Learning methods in speaking classrooms at Egambo and Ekonte Secondary school” by Abeye Yeshe Muleta is approved for the degree of ‘MA in EFL.’

Approved by the Examining Committee

_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date

Dedication

I dedicate the thesis manuscript to my mother Mararitu Kundaro for her invaluable love and dedication to educate me and be successful in my life without teaching herself even though she hadn't seen the fruit in her life.

Declaration

I declare that this thesis is my work and that all sources of materials used for this thesis have been duly acknowledged.

Name: Abeye Yeshe

Signature: _____

Place: Department of Foreign Language and Literature Addis Ababa University

Date of Submission: _____

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ACRONYMS

AL: Active Learning

ALM: Active Learning Method

EFL: English as Foreign Language

ELT: English Language Teaching

MA: Master of Arts

MoE: Ministry of Education

TEFL: Teaching English as a Foreign Language

TESO: Teacher Education System Overhaul

Abstract

The general objective of this study was to assess EFL teachers' and students' perceptions and practice of active learning methods in speaking classrooms. The study was conducted on EFL teachers and grade nine students at Egambo and Ekonte secondary school. To achieve the objectives, a descriptive research design was employed by using both quantitative and qualitative approach. The sample population of the study contains 172 students, out of 304 population selected using simple random sampling technique. Besides, three EFL teachers of the school were involved purposively. The data were gathered through questionnaires, classroom observation and interview. A set of questionnaires were prepared for the students to find out students perceptions towards using active learning methods in speaking classrooms. Besides, classroom observation of EFL teachers and students practices of active learning methods in speaking classrooms was conducted to observe the real life situation and the actual practices of teachers and students. Moreover, EFL teachers were interviewed based on semi-structured questions. The collected datas were analyzed qualitatively and quantitatively in thematic and numerical techniques. The finding of the study indicated that even though the perception of most EFL teachers on practicing active learning methods in speaking classrooms were observed when they rarely practice in actual speaking classrooms. The teachers were seen skipping over the speaking classes in favor of focusing on grammar lessons. Moreover, the perception of students towards practicing active learning methods was very low. As a result, the majority of the students were supposed to listen to their teachers talk rather than being actively involved in various active learning methods in speaking classrooms .Furthermore, some factors such as poor classroom condition, long time lecture method, and shortage of time and so on hinders to implement Active learning methods in speaking classrooms. However, a few students actively participated in English speaking classrooms. Therefore, to improve the practice of active learning methods in speaking classrooms, it needs to solve the problems such as poor classroom conditions and the shortage of time. Moreover, the students ought to actively participate in speaking classrooms. The teachers have to prepare themselves before presenting the speaking lesson in order to bring on active learners in speaking English classrooms.

Key words: Perception; Practice; Active learning

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Active learning is a wide approach that is useful for all subject areas and different grade levels according to McKinney Jr, Niese, & Bhatia, (2023). Active learning is a method in which the learners can participate in practicing varieties of activities. It includes such techniques as substituting active learning exercises for lecture, holding students learning responsibility for the materials that have not been clearly discussed in speaking class assigning open ended problems and problems requiring critical or creative thinking that cannot be solved by text examples, involving students in stimulating and role play. As Getachew, (2020) stated active learning process requires the exercise of appropriate methodologies and strategies to meet demands of the students but the teachers faced challenge to perceive and implement new methods and strategies in English speaking class. All these issues concerned with participation system of active learning to increase theory learning strategies that deal with preparation, monitoring and evaluating when the active learning is implemented.

The main theoretical background that leads to growth of active learning as stated by Choi & Nunan, (2018), signifies a paradigmatic shift from the transmission model of teaching to process oriented, participatory model seeing learners as active agents in their learning and teachers as researchers of their work. From the above argument supported by different scholars, it can be indicated that active learning is an essential element in education that has received a universal attention and it is a method of educating English language students that allow them to participate in speaking classroom. It takes them beyond passive learners and makes them to take some direction and initiative during speaking class. Therefore, researchers focus on active learning methods by educational policy and training of the county appropriately and timely.

The researcher believes that high school teachers receive many students and deliver their instruction in lecture method. For instance, TEFERI,(2020) claimed the traditional “chalk and talk” approach with students as recipient of knowledge may not be suitable for today’s generation. This is why in the schools through the world there is a moment from learning that is making up of fact to a new model of learning which emphasizes understanding, making, and connections in the world around the people collecting and using information in active manner. In

this regard, YEMANE, (2020), has also remarked that learner centered method maximizes on individual different learning style of students, which also demands the perceptions of active learning strategies.

In the Ministry of Education exposed that, both teachers and their students continue to experience considerable difficulty in using English for academic and communicative functions, and that the English language is viewed as a barrier to learning in higher education institutions in KIBRET, (2019). Accordingly, Park & Choi, (2014) describes the quality of English language education and training as poor, and declares that the requisite learning objectives are not being achieved satisfactorily. From this, it is clear that the methods of teaching the English language and its assessment in Ethiopian education remains inadequate to encourage the proper development of English, from primary level right through to tertiary level.

Education and training policy of Ethiopia gives due emphasis to strengthen the individuals' and societies' problem solving capacities all levels, as stated in Dejene, (2019), it implies that one of the objective of education is to developmental potential and problem solving capacity of individuals by expanding basic education for all. It can be also realized that active learning is an important component that can bring problem solving capacity to the reality in English speaking class.

In conclusion, the researcher believes that doing research on the EFL teachers' and students' perceptions and practices of active learning method in speaking class room may alleviate the speaking problems of students in EFL classrooms.

1.2. Statement of the Problem

Many scholars conducted research on active learning methods in various educational institutions. They expressed how the perceptions and practices of active learning methods. For instance, KASSAW (2018) state active learning activities require students to use variety of learning methods to promote retention of large amounts of information and encourage greater social interaction through peer discussion. This implies active learning methods are important for students and teachers because they give opportunities to learn and to teach. Students can learn how to learn by doing it. And giving them responsibility for parts of the decisions that should be

made is one way to teach them but they argue that there is no guidance from teachers to support learners.

In the Ethiopian context, for example, active learning has become an essential part of the teaching- learning process in high schools, particularly, YEMANE (2020) stated that the interactional method of learning maximized in individual different learning style of students. These types of teaching has primarily arisen in attempt to capture many of the benefits associated with collaborative activities such as role play, discussion, interview, etc. in the new text of grade 9 which is prepared by ministry of education in 2011. Most of the activities which are designed for teaching speaking skill are on the basis of group work which encouraged the learner to practice the language by themselves. He explained that few activities are designed for teaching other skills are not on the basis of active learning methods they are not given priority to the learners to practice the language by themselves.

The communication language skills exemplifying by Dueraman (2013) argue that speaking skills constructed socially, where people, peers, teachers and native speakers are likely to help the students improve their skills. This type of support is especially important for teaching speaking skill in EFL context, since students do not get favorable environment outside the classroom. They spend several times talking in their mother tongue than using English, and do not spend enough time in practicing speaking English.

Many local researchers discussed that many teachers develop an idea what active learning is, from their training program but the realization is different from their understanding. For example, Hirpo (2020) stated the achievement of active learning faces various challenges due to different factors in different high schools. He said that Ethiopian teachers and students have been challenged to perform active learning. The teachers and students go for lecture method rather than active learning. Besides this, AYTENEW (2017) conducted research on the practice of active learning methods in English language classroom in some selected Tabor secondary and preparatory school. He found that 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 were taken as challenge.

Getachew (2020) conducted a study on active learning perceptions and practices at Shimels Habte secondary school grade 10 students. He found out that the instructors and students' knowledge and experience about active learning is poor. He reported that both instructors and students perceived active learning positively. However, many teachers retain some fear of adapting active learning, as an instructional method. They failed to practice active learning in their classes because of their practice of the traditional method. The traditional type of classroom practice employed were likely challenging learners to adapt an alternative learner centered learning approach and the learners are forced to assign themselves to teacher led classroom activities. Thus, they focused on the challenge and theoretical judgment of active learning methods and other approach.

However, the above local researchers' studies did not argue on the followings: those researchers did not attempt to assess the EFL teachers' perceptions and practices of active learning methods in speaking classrooms, they did not clearly state long time lecture method affect active learning method in speaking classrooms, they limited to prefer the language skills like speaking skills on their findings, they ignore the theoretical basis that under line with active learning methods on their study and the researcher did not believe any research conducted at Egambo and Ekonte Secondary School because still listed gaps here. Due to this reason, the researcher's study addressed on assessing the current EFL teachers' and students' perceptions and practices of active learning method in speaking classrooms. As a result, the above reasons initiated the researcher to conduct a study on the identified problem.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to assess EFL teachers' and students' perceptions and practices of active learning method in grade 9 speaking classroom at Egamo and Ekonte secondary school.

1.3.2. Specific Objectives

The specific objectives of the study are to:

1. Find out EFL teachers' and students perceptions towards using active learning methods in speaking classrooms.
2. Investigate how EFL teachers and students practice active learning methods in their speaking classrooms.
3. Identify the challenges that hinder practicing active learning methods in speaking classrooms.

1.4. Research Questions

This study tries to answer the following key research questions:

1. What are the perceptions of EFL teachers and students towards using active learning methods in speaking classrooms?
2. How do EFL teachers and students practice active learning methods in their speaking classrooms?
3. What are the challenges that hinder practicing active learning method in speaking classrooms?

1.5. Delimitation of the Study

The study restricted to assess EFL teachers' and students' perceptions and practices of active learning method in speaking classrooms of grade 9 at Egambo and Ekonte secondary school. The researcher emphasizes this school because the EFL teachers' perceptions and practices of active learning method in speaking classroom is far from what is expected of teachers' and learners'. In order to keep the study in a manageable size, it confined to grade 9 English teachers' and learners' of the school. It fills that assessing EFL teachers' and students' perceptions and practices of active learning methods in speaking classroom cannot be carried out with a short period. So the study focused only on some of the perceptions and practices of active learning methods in speaking classrooms.

1.6. Limitations of the study

The researcher had faced the following limitations while doing this study: lack of internet access and information facilities due to the current political instability in the study area. Besides, poor library service, shortage of money, resource and time.

1.7. Definition of Key Terms

Perception-is noticing something, thinking about/judging something. It is the way people think something TEFERI, (2020). In short, it is the view or feeling of EFL teachers on the implementation of active learning method in their English classes.

Classroom Practices- refer to the teachers and students regular use of active learning method in the teaching learning process. It shows what teachers and students are expected to do in their actual classroom Fatmawati, Raja, & Kasi, (2023).

Active Learning Method- It is an instructional method in which learners actively participate in their learning process via learner-centered activities that exercise the higher order thinking skills (analysis and syntheses than passively listening to a lecturer Abdurehman, (2023).

Methods: are ways of imparting different concepts and skills to learners Yusuk, (2020). They can be the overall plan/procedure used for orderly presentation of Active Learning lessons Nhongo, Cekiso, Tshotsho, & Zhou, (2017).

Secondary School: refers to a new educational institution consisting of four years of higher secondary schools that will be completed at cycle of grade (9-12).

1.8. Significance of the Study

The purpose of this study was to assess EFL teachers' and students' perceptions and practices of active learning method in speaking classroom. The findings may have the following contributions. Primarily, it stimulates teachers and learners to use active learning method. Then, the study supplies pedagogical benefits and serves those who wish to develop the curriculum and syllabus EFL materials, either as reference to integrate active learning method with actual classroom perceptions or to adapt teaching materials. Therefore, it can be made the teachers' and

students' aware of it how handle and implement active learning in speaking classroom for and with learners. It also helps EFL teachers to solve the problems in their actual speaking classroom. Moreover, these studies are beneficial for learners' to increase their participation in active learning classrooms in speaking classes. By knowing the EFL teachers problem on using active learning methods, the EFL teacher was easy to motivate learners' participation in EFL speaking classes. It also benefits the researcher to increase additional knowledge from varieties of informational sources as references. Finally, it may also be used as an initial work for further studies by stimulating other researchers to conduct similar studies in the area and point of reference.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2. Introduction

This chapter of the study focuses on the related literature which discusses the theoretical issues about the practice of active learning method. Thus, it deals with the concepts of active learning method with its learning theory behind; classifications of the instructional methods, importance of active learning for the teachers and students, teachers' and students' perception towards practice of active learning, the major techniques of active learning method used in English classes and challenges EFL teachers and students face in practicing active learning in speaking classrooms.

2.1. Definition of Active Learning

It is not able to be provided universally conventional definitions for all of the words of active learning since different authors in the field have interpreted some terms differently. However, it is possible to provide some generally accepted definitions. The definition of active learning as Eison (2010) explains that active learning is not just happened; it occurs in the classroom when the teacher creates a learning environment that makes it more likely to occur. Beside this, Naithani (2008) also stated that active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing. While this definition could include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. The core elements of active learning are student activity and engagement in the learning process. Active learning is often contrasted to the traditional lecture where students passively receive information from the teacher. As well, Kane (2004) added active learning is an instructional strategy where students take an active role their own learning, participating in activities and, reflecting on their learning.

2.2. Some Concepts of Active Learning Methods

Techniques of applying active learning methods on teaching learning process is conceptualized on recent research findings on active learning in Ethiopia context are some concept of active learning strategies.

2.2.1. Researching on Active Learning Methods

According to research, active learning is very important when it comes to teaching learning activities (Abdurehman, 2023) and tactics that support active learning are found to be more effective in developing students' ability to think critically and write in detail. Additionally, it addresses the need for multiple learning strategies to be used in active learning, as stated by Rahmani and Taghi Hassani (2015).

The other researchers Nurhasanah, Zulela, & Solihatin, (2020) emphasize on different styles of learning. He mentions that in every group of thirty students, an average of twenty two are able to learn effectively as long as a teacher provides a mix together of visual, auditory and kinesthetic activity through techniques of active learning. However, eight students prefer one of the modalities unless special care is taken to present in their preferred mode. Thus, in order to meet learner needs, teaching has to be multi-sensory and filled with different techniques of active learning.

Furthermore, studies showed that an English academic coined the term "active learning." As to Brame's (2016) assertion, active learning involves student participation in the process, whereby students engage in activities other than passive listening. There are several levels of active learning, contingent on student involvement, and active learning is defined as "a method of learning in which students are actively or experientially involved in the learning process.". It is an instructional model that places the onus of learning on the students. Its inclusion in the Eison (2010) study from the Association for the Study of Higher Education helped to popularize it in the 1990s. They go over several approaches to encouraging "active learning" in this paper. They cite research that shows learning require more than just listening—students also need to read, write, talk, and work on solving problems. It relates to the three learning domains referred to as knowledge, skills and attitudes (KSA), and that this taxonomy of learning behaviors can be thought of as "the goals of the learning process" Camacho & Legare, (2015). Students must specifically participate in higher-order thinking assignments like analysis, synthesis, and evaluation. Active learning involves students in two activities: acting and reflecting on their actions Kanesan, (2019). This suggests the technical implementation of three learning domains and a variety of activities for active learning.

2.2.2. Active Learning in Ethiopian Educational Context

Ethiopians incorporate active learning throughout their curricula. As a result of Ethiopia's recent education reform, the curriculum and teacher profile have undergone constant modifications in the teachers' education system, Teshome, (2012). The Teacher Education System Overhaul (TESO) document, for instance, serves as a guide for the teacher education program. Student-focused education must take its position in this document teacher education curriculum. Additionally, it supports a system of teacher education that fosters higher order thinking abilities.

The lifespan of a society was found. In particular, as noted by Alemnew (2018), the fundamental goal of education is to provide students with the tools they need to adapt to society. Problem-solving abilities should be promoted in school instruction since social interactions are full of complex circumstances that are typical of children's daily lives in schools as well.

Dagnew (2023) explained the education and training policy and existing Ethiopia curriculum. Active learning leads to helpful teaching learning to bring the behavioral change. Similar to this, there has been a paradigm shift in education from traditional learning to the new participatory active learning approach, which was introduced in 1994. Significant changes have been made following the inclusion of new education and training policies in the curriculum. This is an epistemological shift from positivism to constructivism. As a result, teaching strategies include the use of higher order thinking abilities, problem solving, issue-centered learning, and the AL approach have been adopted.

2.3. Theoretical Basis for Active Learning Methods

According to constructivist learning theory, people learn by creating their own knowledge and making connections between new and old information to create new or improved understanding (Brame, 2016). According to the theory, which was created by Piaget and others, students can either adapt an existing framework to incorporate new material that defies their prior knowledge or absorb new information into it. Active learning strategies frequently explicitly challenge students to draw connections between newly learned material and their existing conceptual frameworks in order to deepen their understanding. In other situations, educators might create lesson plans that let students challenge their preconceptions and rebuild their mental models

using more precise knowledge. In either case, approaches that promote active learning promote the kind of cognitive work identified as necessary for learning by constructivist learning theory.

Cooperative learning groups are a constructivist-based method that emphasizes the value of social interaction and is frequently used in conjunction with active learning approaches. The socio-cultural theory of development, which contends that learning occurs when students solve problems above their current developmental level with assistance from their teacher or peers, was developed as a result of Lev Vygotsky's work, which clarified the connection between cognitive processes and social activities Pardjono, (2016). Thus active learning approaches that rely on group work rest on this socio-cultural branch of constructivist learning theory, leveraging peer-peer interaction to promote students' development of extended and accurate mental models.

2.4. Practices of Active Learning in Speaking Classes

In order to practice active learning in speaking classes, role of learners' practicing, teachers' practicing, and teaching materials for practice in speaking class are specified from the scholars' point of views:

2.4.1. Role of Learners practicing in speaking Classes

The students are excellent role models for active learning. In light of this, the shift to student-centered learning has been influenced by thinkers like John Dewey, Jean Piaget, and Lev Vygotsky, whose combined research concentrated on how kids learn. This was noted in the 2015 Results. The concepts of individual formation advanced by Carl Rogers also influenced student-centered learning. According to Rogers, self-discovery is the only learning that has a meaningful impact on behavior and education.

Maria Montessori was also a pioneer of student-centered learning, which teaches preschoolers through self-directed, independent involvement with activities that have already been laid out. According to his explanation, the self-determination theory centers on the extent to which a person's actions are driven by their own motivation and are "self-determined." When pupils are allowed to express what they have learned, learning becomes motivating. Those academics believe that students can learn on their own in a spoken classroom. By placing students at the center of the learning process, student-centered learning flips the conventional teacher-centered

view of the learning process. The main source of knowledge in a teacher-centered classroom is the teacher. Conversely, active learning is highly recommended in student-centered classrooms. Chance & Furlong (2022) claimed that "traditional education ignores or suppresses learner responsibility". This implies students without teachers cannot practice active learning in English language classroom.

2.4.2. Role of Teachers Practicing Active Learning Methods

Teachers' role in practice of active learning strategies as Tadesse (2020) displays more priority role and responsibility to the teacher, the teacher was the center of classroom activity. It was taught that the instructor possesses the knowledge required for pupils to succeed. Furthermore, Getachew (2020) clarified that authority and knowledge are shared by teachers and students and that the emphasis on mediated learning in the teacher's role is growing. Effective mediation enables students to make connections between newly learned material and prior knowledge, provides guidance when faced with obstacles, and teaches them how to learn. Above all, the teacher as mediator adjusts the level of information and support so as to maximize the ability to take responsibility for learning. This characteristic of collaborative classrooms is so important.

Teachers are describing their jobs in terms of facilitating learning through discussion and cooperation in this comment. Although Vygotsky (2017) defined mediation in a variety of ways, we will describe it here as coaching, modeling, and facilitating. The majority of educators occasionally participate in these activities. The fact that these behaviors direct instruction in collaborative classrooms and serve particular functions in such settings is crucial in this case. It displays that teachers have multifunction during collaborative work in speaking English classroom to create active learning. In addition, Cai & Mehari (2015) stated that effective teaching is the responsibility of a teacher. To do so, "a teacher has to be creative and innovative enough in many aspects, like in materials preparation and in teaching methodology". If a teacher is creative and innovative, students become active learners and critical thinkers. If the students become active learners and critical thinkers, they are in a position to make their learning meaningful.

2.4.3. Role of Teaching Materials for Using in Speaking English Classes

English language has many important components but the essential one to many EFL classes is the teaching material. Students feel that it is very difficult for them to learn systematically without teaching material. Indeed, for example, the textbook plays a crucial role in providing a base of materials for both teachers and students. Ndebele & Maphosa (2013) made the following connection: when employed in an ESL or EFL classroom, textbooks not only serve as the obvious focal point of any program, but they also provide a number of benefits for teachers and students. Given that task-based, content-based, and participatory learning are fundamental to the teaching and learning process, this suggests that teaching materials play a significant role in implementing active learning in speaking English language classrooms.

Beside this, Karppinen (2005) stated a number of roles that text books can serve in the curriculum, including providing : syllabus based on determined learning objectives; an effective resource for self-directed learning , an effective medium for presentation of new materials, a source of ideas and activities , and support for less experienced teachers who need to gain confidence. This implies teaching material is huge role for preparation of materials for teachers and students to activate active learning in the classroom.

2.5. Importance of Active Learning

The importance of active learning methods in speaking class is strategizing in EFL class. For instance, researcher believes active learning provides a display place for student inquiry, analysis construction of new information. As a result, the students learn by doing and, when appropriate, working in-depth on real-world issues. Additionally, learning becomes more applicable to their real-world circumstances and less abstract when it is done actively. Enhanced active learning encourages more just-in-time learning, where students select what to study when they need it, as opposed to memorization-based learning, which is a hallmark of traditional pedagogy. These are:

2.5.1. Collaborative Learning

Active learning supported learning encourages interaction and cooperation among students and provides opportunity to work with students from different cultures, helping to enhance learners. It models learning done throughout the learner's life time by expanding the learning space. It means that the students share their life experiences through practices activities in the classrooms. For example, some authors like, D. W. Johnson & Johnson, (2018) suggested learning together was originally designed to help train teachers how to use cooperative learning groups in the classroom at the University of Minnesota . In the learning together strategy, cooperative effort includes five basic elements: face-to-face interaction, social skills, group processing, positive interdependence, and individual accountability. During the learning together process, students complete worksheets in groups of four or five. An emphasis is placed on teambuilding and group self-reflection. Team grade are determined by the teacher. Student growth has appeared in the literature in regards to the classroom discussion because of the emphasis on the student and the interaction between students .learning together teaching method had a positive effect on mean scores in the social studies classroom, Slavin, (2011).

2.5.2. Creative Learning

Creative Learning promotes the manipulation of existing information and creation of real world products rather than the duplication of received information. It gives opportunity to discover new things and deeply thinking. In a thorough mental analytical analysis of the creative literature, Treffinger & Isaksen (2013) examined definitions of creativity in publications that explored the features, characteristics, and other personal aspects that set highly creative people apart from their counterparts. He categorized a lot of traits into the following categories: coming up with ideas, exploring ideas, opening up and having the guts to explore ideas, and listening to one's inner voice.

2.5.3. Evaluating Learning

Learners engage in direct and diagnostic active learning. Rather than only listening and memorizing, active learning acknowledges the existence of several learning routes to investigate and discover. The aforementioned conversation elucidates the function of active learning in

helping schools adapt their pedagogy to better realize and apply the emerging constructivist pedagogy. The status of evaluative conditioning as a distinct form of associative learning was called in question by Michael (2006), who argued that in the typical visual evaluating conditioning paradigm; non associative visual concept learning is responsible for the evaluative changes observed. Especially, the use of only within subject control conditions instead of independent control groups was criticized.

Furthermore, a classroom with a varied student body that speaks English might benefit from the implementation of a number of active teaching techniques and learning exercises. A variety of ELT learning objectives can be supported by the active teaching tactics and activities that are named, described, and shown in this area. An example and a brief description are included in the exercise. When necessary, teachers are encouraged to adjust and modify these activities to better meet specific student needs and their targeted student learning objectives, Michel, Cater III, & Varela, (2009). Accordingly, both active teaching strategy and learning activities help the students to encourage their learning objectives specially for speaking class. Tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. In the context of foreign language learning, For instance, Littlewood, (2007), in foreign language learning as in every other field of human learning, motivation is the critical force which determines whether a students' participate on a task at all, how much energy he devotes to it, and how long he perseveres. It is a multifaceted phenomenon made up of various elements, such as the person's motivation, need for accomplishment and success, level of interest, need for novelty and stimulation, and so forth. These elements are present in all types of learning environments. As a result, teachers should give incentive for students to engage in active learning in their English-speaking classes. This demonstrates how motivation encourages students to bring stimulation and new force to their work.

Both internal and external forces affect the kids. For example, Moreno & Mayer (2000) distinguished between internal and external factors that can initiate, sustain, amplify, or deter action in students. As a result, teachers must engage these motivational elements in their pupils, but that is precisely the issue. As Reeve pointed out, different motivational styles lead to varied behaviors in kids.

Smith, Bradley, Cook, & Pratt-Adams (2012) stated that technology is transforming how the students communicate, socialize, play, shop and conduct business. These profound changes place pressure on the traditional models of language learning, such as teaching in a formal classroom setting. They also present them with amazing opportunities to re-design the way we teach and learn English. And also Anisa (2016) argues that students learn effectively when there is movement associated with learning. According to these scholars, technology changes how teaching learning practice in formal or informal classroom with movement of the students associated inviting active learning.

2.6. Factors Affecting the Perceptions of Active Learning

Factors related to perceptions of active learning are numerous. Some of the factors that contribute to affecting the perceptions of active learning methods: long time lecture method, classroom physical environment, influence of large class size, instructional materials, the impact of time on active learning, lack of skills in using active learning method, teachers attitudes and learners attitudes which are briefly reviewed in the bellow.

2.6.1. Long Time Lecture Method

During lecture, classroom discourse events vary; research has indicated that teacher talk dominates classroom communication. Edwards & Thatcher (2004) documented that teachers perform 76% of classroom talk. He categorized teacher talk as consisting of explanations, questions, commands, modeling, and feedback. Other studies of teacher discourse in high school indicated that teacher talk is often managerial rather than conversational in nature e.g. Eison, (2010), Sharan,& Tan, (2013) noted that 60% of teacher talk involved asking questions, primarily display questions, which expect students to recall information taught previously by the teacher. In one study of effective primary teachers of literacy, Mohr & Mohr (2007) tallied the number of questions asked by the teachers in the study at almost 100 per hour.

Therefore, the preponderance of teacher talk and the teachers' use of questions continue as factors in how much classroom talk time is shared with students; both the quantity and quality of such interactions deserve scrutiny. For example, there are differences between direct and indirect instruction; the nature of large-group discussion requires more guidance from the teacher than do

small-group interactions Bishop, Johnston, & Hemmings, (2022), and English-language learners may need different support in their communication efforts than do fluent English speakers. Thus, aspects of teacher-led discussions and discourse patterns warrant our continued attention. This indicates that teacher is predominant for his/her students and when a number of students increase in discussion group, it needs high guidance from the teachers rather than do small group interaction as Johnston stated earlier.

Asking and answering questions are typical interactions and are expected in most classrooms Rusdi, (2018). A very common exchange is referred to as the Initiation-Response-Evaluation sequence (Needham, 2003), similar to what Li, (2007) termed "recitation questioning." However, the IRE routine may not often be supportive of ELLs because it is a convergent process of seeking one right answer. ELLs may not be able to verbalize that answer in a teacher-expected manner, Owens, Sadler, Barlow, & Smith-Walters, (2020). They recommended that the third component of such exchanges be feedback, rather than evaluation, so that the teacher does more than praise or evaluate the students' response. Such feedback can achieve a variety of goals it can clarify, connect, and elaborate the verbal interactions between teachers and students and among students themselves. Those scholars argued that evaluation itself cannot bring active learning in English language classroom without interaction of students with teachers.

In relation to this, Cazden (2008) distinguished between display questions and exploratory inquiries from teachers. While exploratory conversation involves speaking without completely developed responses, display questions have precise, widely accepted solutions. Display queries serve to validate the guidance provided by teachers, but the latter are more affirming of the students as they engage in self-expression and develop their critical thinking skills. As Cazden also noted, "If the potentialities of classroom discourse, in which students talk more and in more varied ways, are significant for all students, then the students have to pay careful attention to who speaks and who receives thoughtful responses.

On other hand, if the role of teachers are unforgettable students' experience of learning, Yusuk (2020) states that skills are taught by the teachers telling, describing ,demonstrating and explaining techniques, step by step in their attempt to master the techniques through drills, proactive and recitation. This indicates teaching takes pre-dominant role over learning. Pupils are assumed to be" empty vessels" that have to be fed by teacher.

Yenyet (2020) summarized some essential characteristics of teacher centered approach. These are: teacher is more active than learners; active in explaining, monitoring, and describing; the learners listen passively while teacher pour's knowledge in to them; the main learner's activity is listening and perhaps copying notes from chalkboard and there is no group work. Thus, teacher is taken as a knowledgeable of the subject matter and students' experiences have not been recognized. This displays that lecture method prefer to teach in English language classroom. On the other hand, teacher is self-learner when the students are simple watcher.

2.6.2. Physical Environment of Classroom

Jones (2007) explains that even if teachers cannot move furniture, the students can move for pair. Students sitting side by side can move their upper bodies to face each other.

On occasion, someone in the row behind you could be easier to get along with than someone on your side. The students in the middle can scoot back a little bit so that the students on the left and right can see each other. The person in front can turn around and seat back to face the person behind with the group of three sitting in a row. A group of four pupils could be less comfortable because two of them would have to move, but they could still be able to see each other if they are made up of two students from the row in front and two from the row behind. It also important that all the pairs or groups are accessible to us as teachers go around the class while they are working together. The teachers need to be able to monitor all the pairs and groups. If the row is very long, the students in the middle may be too far from aisles for teachers to get them. The students in the middle need teacher attention, too. The only way around this is to rearrange class regularly so that those students usually in the middle of a row can sometimes be on the aisle.

In his opinion, a classroom with movable and flexible seating arrangements would have rotating chairs on wheels that students could easily and joyfully adjust to face the teacher when needed, look at each other during pair work, or move into a full circle for a class discussion. However, in practice, most classrooms have immobile furniture, and lecture rooms occasionally include rows of chairs facing each other. Real classrooms are consequently frequently packed. Therefore, a suitable solution is required.

2.6.3. Large Class Size

Decreasing class size is related to promote student learning. Small class associated with higher achievement at all grade level and major benefits of reducing the class size occurred where a number of students in the class is fewer than twenty (Swensson, 2023). Teachers small class size uses facial expressions more eye contact , more positive remarks, spend more time on direct instruction than on classroom management.

Large class sizes not only have a negative effect on student learning but also on the teaching personnel. Numerous educators who oversee packed classrooms suffer from low self-esteem and low morale. Motivation declines and instructional strategies in the classroom are limited to lectures, which have previously demonstrated the limitations of brain-based learning on their own. The least effective teaching strategy of all is crammed classrooms; instead, use fresh, engaging approaches. Teachers are also burdened with an increased workload due to overcrowded classrooms. This leaves less time for dealing with other duty teachers must attend too. The solution can be also taken against highlighted barriers by dividing students into considerable sections for convenience of successfully monitoring and adequate treatment of errors. Moreover, teachers must facilitate the class in pair and group activities. In addition, in dealing with L1 interference in the classroom the teacher should be culturally and emotionally tolerant and sensitive and then gradually, the situation should be reduced to the nil interference of L1, G. A. Johnson, (2022).

2.6.4. Instructional Materials

Another element that either influences or facilitates the views of active learning in the EFL classroom is the instructional materials. All of these resources are used by educators and learners both within and outside of the classroom. The practice of active learning is significantly impacted by the resources that are used. The preparation of instructional materials is a crucial component of learning, since it enables the implementation of the specified curriculum. Abdurehman (2023) classified instructional materials into three categories, these are: visual aids, audio aids and audio-visual aids. These materials enable learners to use more than one sense. They enable to minimize the traditional centered method of teaching. In short, instructional

materials can facilitate the perceptions of active learning teaching methods if they are used carefully and properly.

2.6.5. The Impact of Time on Active Learning

School time is very helpful for both teachers and students to practice active learning in their EFL classroom. According to Ellis & McCartney (2011), school time in learning is classified in the following ways namely allocated time and engaged time. Allocated time refers to the time during which students have the opportunities to learn whereas, engaged time is the part of allotted time when students are actually exhibiting on task behavior. In the teaching-learning process, there are five ways of maximizing allocated time. These are: avoiding wastage of time, avoiding starting late and finishing early, avoiding interruptions, handling routine procedures smoothly and quickly and minimizing time spent on discipline.

Moreover, the same author suggests six strategies to increase students' time on task. These are: teaching through engaging lessons, maintaining momentum, maintaining smoothness of instruction, maintaining transitions, maintaining group focus during lessons. On the other hand, shortage of time has a great impact on the practice of active learning in the EFL class. Supporting this, Bean & Melzer (2021) stated the effect of time that shortage of time limits teachers and students from practicing active learning in the classroom. To conclude, to decrease the impact of shortage of time in the practice of active learning strategy, the allotted time need to be used effectively.

2.6.6. Lack of Skills in Using Active Learning Methods

To incorporate active learning strategies into the teaching and learning process, teachers need possess the necessary competencies. Teachers can develop appropriate professional skills to aid in the implementation of instructional strategies by participating in training workshops. These workshops are thought to offer alternatives for effective teaching and learning, and teachers can teach in the same manner that they were taught, which is typically through lectures and note-taking, Obenland, Munson, & Hutchinson, (2012). This implies that instructional strategies contribute a lot to promote effective teaching. This depends largely on the role and the quality of teachers who play a key role in the process of teaching.

In line with the above idea Hengpiya & Dendara (2017) described that instructional methods by themselves cannot much to improve learning but their values lies on the professional skills of the teachers in using or handling them. Besides, Desta (2019) explained that good and effective lesson in the classroom demands a well prepared and competent teacher (both academically and pedagogically) and as well as selection of best teaching strategies, activities and materials to achieve educational objective. To sum up, the effective perceptions of active learning teaching strategies depend on the professional skills of teachers.

2.6.7. Teachers' Perceptions

Teachers are thought to be essential to the teaching process because of their important responsibilities in it. It is imperative that educators possess a comprehensive comprehension of the nature and attributes of suitable teaching methods that can be employed in tandem with the course materials. Because instructors are the ones who ultimately implement curriculum materials, even though official syllabi, student text books, or teacher guides may influence certain decisions for them, Mulugeta Worku & Mathivanan, (2018). But, knowingly or unknowingly, some teachers discourage active learning with the ground that it brings an extra demand in the planning and preparation of lessons. Some teachers feel as it is bounded by overcrowded subject matter and thus pressurized by the limited time they have to teach. The belief is that active learning takes too much time and thus covering the portion is difficult or impossible. They come to the conclusion that active learning may be nice in theory but unrealistic in practice.

These all indicate that, there have been no enough and concrete perception about how to install active learning in the class room, which may lead to negative reactions, Ho & Nguyen, (2023). These misconceptions show that teachers have not understood as active learning enables them to spend more time with the groups and individuals to give access to special needs of students and contribute to better and quality learning. Teachers' beliefs influence their perceptions and judgment. Their perceptions and judgments in turn influence their behaviors in the classroom, Van den Bergh, Ros, &Beijaard, (2014). Therefore, practice and progress in English Language Teaching re-construct teachers' perceptions. This indicates, perceptions influence actions and actions in turn modify perceptions. Hence, Perceptions guide the desires and shape actions by preparing individuals to act in a context. Teachers' perceptions of the language teaching

influence their constructions of the teaching environment, even though learners are the focus of the teaching activities.

2.6.8. Learners' Perceptions

The students may not have appropriate perception and have developed negative attitudes from various reasons. For example, students may look shy and uncooperative at the beginning of student centered class room activities. Because, students are accustomed to the traditional instructional method where they are expected to listen attentively and try to memorize what have learned for the purpose of examination. This discloses that, they do not try and have no access to use their prior experience. They do not challenge their old assumptions and create new meaning or perspectives that are more inclusive, integrative and open to the alternative views, which can release them from strong belief on stimulus response mechanisms, FIKADU, (2018).

2.7. The Most Common Types of Active Learning Methods

English language teachers should use different active learning strategies in their classrooms to make their students effective. The current thinking and practices in the education sector advocates the active engagement of students in the teaching-learning process. There are more than hundred active learning methods used in teaching but some commonly used in EFL classes were discussed here.

2.7.1. Brainstorming

Brainstorming is a discussion in which members of a group generate different ideas on a given problem. Members of the group are free and relaxed to forward their opinions freely without self-censoring. Here, the greater the number of ideas the greater is the devised solutions to the problems. It activates the teachers' concept to promote idea for the students during speaking activities, for instance, TADDESE (2018) brainstorming strategy helps to generate different ideas bearing up on particular topic. Here different ideas were generated during the brainstorming session like as many drop of rain falling during rain storming. It helps the teacher to find out what students know about topic and the teacher can adopt the lesson to the students' prior knowledge and understanding. Deeply, it helps students to assess their minds freely. And it provides feedback and opportunity to hear the others' views.

2.7.2. Pair Work

The researcher believes method of learning speaking activities as Eison (2010) stated that pair work is also one of active learning strategies provided in English classroom to enhance communication. Through interaction students can be given opportunities to draw on their linguistic knowledge in non-threatening condition and use varieties of tasks to complete by their own efforts. Thus, students can develop their linguistic and communicative competence.

2.7.3. Group work

The researcher believes that group work is one way of encouraging active learning by grouping learners together. As J. C. Richards (2008) stated that it apologize every learner to share personal views and develop the skill of working with others collaboratively. If the group is too large, the learner's interaction is affected. For this reason, the group size is decided to find out the work effectively based on activities.

2.7.4. Role Play

Role playing is used students to strength their social relations in real situation to practice. For instance, Dagarin, (2004) stated that role play enables to see reality in the eyes of the others that make learning more interesting and enjoyable. Thus, role play is an act of imaginary real life situation in the classroom that students pretending and asking each other.

2.7.5. Problem Solving

Communicating in language is an instrument to solve problem of learning and creating or producing ideas during speaking activities as Hundhausen, Agrawal, & Agarwal (2013) suggested that teachers and students tried to invest a conscious and planned effort to arrive at solution for the problem they countered. Problem based learning is drive from conviction that learner is an active and creative individual with will and ability to try to find knowledge of language learning and self-progress.

2.7.6. Discussion

The students discuss the issues by sharing notions among their friends. For example, Yusuk (2020) discusses involving exchange of ideas among students on a given titles from any or

informally, in pair or in group that promotes students involvement. Thus, discussion is helping them to examine information in order to develop a deep and understanding of a title when students organized and managed well in the classroom.

2.7.7. Storytelling

The researcher believes that students have experienced when they learn the story telling connecting with real life. Accordingly, Dagarin (2004) explains students enjoy listening to recognize that belongs to real life and listen with at Singh (2016) students learn effectively when there is movement associated with learning. According to these scholars' point of views, technology changes how teaching learning practice in formal or informal classroom with movement of the students associated inviting active learning. They attend to know how story goes and ends. Here, if the learners get opportunities to be taken part in the story telling. The learners participate actively in the language learning. Thus, storytelling activities can promote learner interest in the process of learning.

2.7.8. Question and Answer Techniques

Question and answer strategy is usually used as method of producing learners and testing comprehensions instantly. Questioning method helps to increase learners' involvement in answering comprehension questions easily, Briggs, (2005). These kinds of techniques contribute for active learning methods to promote the students' participation during speaking activities.

2.7.9. Jigsaw Group

It is important approach for active learning strategies. For example, Rochmahwati (2013) stated that jigsaw group is technical involving students becoming experts on one aspect of a topic, and then sharing their knowledge with others. Split a topic into a few constitutive parts. Form subgroups of 3-5 and give each subgroup a different piece of the topic if the class is large, assign two or more subgroups to each subtopic. Every group's task is to develop expertise on its particular subtopic by brainstorming, developing ideas, and if time permits, researching. Once students have become experts on a particular subtopic, mix up the groups so that the members of each new group have a different area of expertise. Rochmahwati further mentioned that after that, students take turns imparting their knowledge to the other group members, completing a

jigsaw of information regarding the primary subject. Handouts of various colors might be a handy tool to assign distinct areas of competence. In the initial phase of group work, students are grouped according to the color of their handouts; however, in the subsequent stage, each member of the newly formed groups needs to have a distinct color handout.

2.7.10. Panel Discussion

It is a cooperative discussion among a group of 5-8 students who have special knowledge and interest on a topic, question or issue that is to be discussed. Here, there is a chairperson, panel members and audience, D. W. Johnson, Johnson, & Smith, (2014). They discussed learning together was originally designed to help the learners how to use panel discussion in the classroom.

2.7.11. Debating

One crucial teaching technique that aids in the improvement of students' speaking abilities in EFL classes and the development of their reasoning abilities is debate. By introducing contentious subjects and dividing the class into two groups or sections, a teacher can facilitate debate. It is feasible to set up the debate group so that one group is for the topic and the other is against it. During debating, each group should present their argument turn by turn when they are given a chance by the chair person. Their arguments should be clear and to the point. The chair person and the committee members decide the winner. The judges decide who convinced the audience and made logical points and has refuted the other side's arguments most successfully Abdurehman, (2023). To sum up, debating strategy of teaching helps students to develop, students' communication skills.

2.8. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information, Al-Bessairi, (2013). It is the process of sharing and building meaning through the use of verbal and non-verbal symbols in a variety of contexts with other speakers of the language. According to Malini (2022), the form and meaning of speaking depends on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. This shows that the form

and meaning of a speaking activity is often related to interlocutors sharing the immediate context within which the discussion takes place.

Similarly, one of the most influential learning theorists, Shekhar *et al* (2020), proposes that language development depends entirely on social interaction. He postulates that knowledge entails self-regulation and that social interaction enables individuals to construct knowledge which is meaningful to them. Thus, speaking requires that learners not only to know how to produce specific points of language such as grammar, pronunciation, and vocabulary or linguistic competence), but also that they understand when, why, and in what ways to produce language or sociolinguistic competence, Al-Bessairi, (2013). To familiarize students with a range of linguistic forms and communication settings, learning environments that imitate various forms of social interaction should be made available to them. In other words, EFL teachers must give their students appropriate circumstances where they can engage in meaningful small-group interaction and practice speaking in the target language in a way that makes sense.

2.8.1. Nature of Speaking

The nature of spoken English differs from those of written form. According to McCarthy & O'Keeffe (2004), it differs from written English in its grammar, syntax, lexis and discourse patterns. These differences are due to the nature of spoken language. Spoken English contains simpler utterances with more context related features, but written English is context free, and the information in written texts must be made explicit via longer and more complex sentences. On the contrary, the omitted information in spoken English is easily understood from the immediate environment-an advantage not readily available to written texts which are removed from their context spatially, and/or temporally, SRIWICHAIN & Kositchaivat, (2022). Hence, teaching speaking skill requires employing suitable social contexts to promote the students' interaction in the target language. It also requires good physical environment of the classroom to create comfortable environment for students' learning.

That is, classrooms should reflect the active learning process: furniture is made into flexible, moveable arrangements; and classrooms and grounds are clean, visible, well-maintained and inviting to organize the students into learning centers or small group discussion areas, Azizi, Namaziandost, & Ashkani, (2022). If possible, the classroom has to accommodate every student

comfortably and allow them to move around and work well either individually or in groups. To encourage active learning and student involvement in speaking activities, the seats have to be arranged in such way that the students can see each other as well as the teacher, Hunter, (2015).

However, the arrangement of seats and desks in large class sizes may be challenging to organize students into small groups and to create a physical space that makes them comfortable to involve them into various group discussions. Such classrooms are often hot, crowded and space is usually limited as small classrooms are overflowing with many students, Hunter, (2015). Therefore, the teacher, together with the other stakeholders, needs all of his/her ingenuity and planning skills to improve the suitability of the classrooms for teaching–learning of speaking skill as much as possible.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This part of the study presents the methods that are employed in order to achieve the research objectives. Hence, this part deals with research design, method, Context of the study, participants, techniques, instruments, procedures of collecting data and method of data analysis for study.

3.1.1. Research Design

Since this current study attempts to describe the EFL teachers' and students' perceptions and practices of active learning methods in speaking classrooms, a descriptive research design is employed because it allowed the researcher in describing the nature of currently existing situation of the subjects of the study, Creswell & Zhang, (2009). It is considered to be appropriate to this current study to emphasize on what actually happened in the overall processes of ALMs in speaking classrooms implementation by describing the treated variables of the study based on the data obtained from selected participants. Therefore, the rationale behind using a descriptive design was for; its suitability and relevance to the nature of the research purpose, which enabled to comprehensively describe the existing active learning methods perceptions and practices in EFL teachers' and students' speaking classrooms.

3.1.2. Research Methodology

The research method adopted for this study is mixed, which provides better understanding of the research problem and answers the research questions, Creswell & Zhang, (2009). "Since integrating the qualitative and quantitative methods about a situation in a single study results better understanding than using only one of the pure methods, it can be used to add value to the arguments from multidimensional perspectives to answer the research questions more deeply, Alabi, (2017). Thus, a mixed research method was employed in this single study with some attempts of its actually giving high priorities in the practices and integration of information to assess the EFL teachers' and students' perceptions and practices of ALMs in speaking classrooms.

3.2. Context of the Study

This study was taking place in Benishangul Gumuz Regional State, Metekete Zone, Bullen Woreda particularly at Egambo and Ekonte Secondary School. The school was selected as a study site for the following reasons. First, the researcher identified the problem in this school. Second, the researcher was familiar with the EFL teachers and students as well as other subjects of the study and its immediacy and easily access to the necessary information. Finally, no similar research has been conducted in this school.

3.3. Participants of the Study

The target population of the study was grade 9 EFL teachers and students of Egambo and Ekonte Secondary School to assess the EFL teachers' and students' perceptions and practices of active learning method in speaking classroom. EFL teachers were going to be considered as rich sources of data. As a result, they were the primary sources of data for this study. The grade 9 learners of the school were going to be included as additional sources of data to provide necessary information concerning the overall practices of active learning methods in their EFL actual speaking classrooms.

3.4. Sampling Technique

3.4.1. Selection of EFL Teachers

To get sample population of this study, the researcher decided to take EFL teachers i.e. there are four EFL teachers who are teaching grade 9 in the academic year of 2024 G.C. Three of EFL teachers were selected for the study since one was the researcher of this study. Those three EFL teachers' taught grade 9 students and there were 8 sections at this level in that school. So, all three EFL teachers were included in this study through purposive sampling technique. Therefore, the researcher included all teachers who taught grade 9 students since it was manageable for the researcher.

3.4.2. Selection of Learners

Basically, this study was delimited to grade 9 for the following reasons. The reason behind is going to be sensed grade 9 learners may not be such much matured, advanced and experienced to

give relevant information concerning deliberately differentiating which active learning method strategy they were expected to use to enhance English language in speaking classrooms as compared to other grade levels.

With regard to learners' sample selection of grade 9 students, were 8 sections in that school. The total number of population is 304 (150 males students and 154 female students) in the academic year, 2024 G.C. The researcher concerned based on the sample which needed to include in his /her study but there is no single rule that can be used to determine sample size. Therefore, the sample sizes of students were taken by Yamane Taro's formula. Based on the above scholar's perspective:

$$\left(n = \frac{N}{1+N+(e)^2} \right) \quad \text{Where, } n = \text{sample size}$$

N= is the total number of students in study area.

e = the level of precision/sampling error 5% (in this case 0.05).

$$\text{This means, } n = \frac{304}{1+304(0.05)^2} = 172$$

Therefore, out of the total 304 students', 172 (i.e.86 males and 86 females) students' were selected by using simple random sampling technique. This sampling technique was chosen because it gives every participants of the total population in each section of grade 9 the same opportunity.

3.5. Data Gathering Instruments

The researcher used three instruments: questionnaire, observation, and interview in order to gather valid data which helped them to achieve the intended research objectives for both students and teachers.

3.5.1. Questionnaire

One set of questionnaire designed for 172 students based on the objectives of the study. The questionnaires composed closed ended questions for students by using a five-point Likert as suggested by, Draugalis, Coons, & Plaza, (2008) and (Kothari, 2004) divided into sub-sections. Likert scale means a common scale to measure a person's reaction to something. With this scale, a statement of perceptions is shown to someone, and they asked to show how strongly they agree or disagree with the statement by making scale, J. A. Richards, (2005). Accordingly, the students' questionnaire was in English and it was translated from English to 'Amharic' for students to ensure better communication and maintain reliability. Hence, the questionnaire helped the researcher to answer questions related to perceptions towards implementing ALM in speaking classrooms.

However, EFL students' questionnaire that had one section was also used to get information. In this section, there were questions incorporated in the questionnaire, concerning the perceptions of EFL students towards using active learning methods in their speaking classrooms. Students participated in techniques of ALM in English lessons which were measured using Likert scales: Strongly agree, agree, Undecided, disagree and strongly disagree. These five point response scale alternatives are employed to seek short responses for each of the individual statement, Weems, Onwuegbuzie, & Collins, (2006).

3.5.2. Classroom Observation

The study used classroom observation as data gathering tool to get actual information on ALM practices, Samuel & Berhanu, (2019) pointed that, observation is useful to indicate how the lesson is divided in variety of activities such as; group work, individual work, role playing, discussion and others. Also, classroom observation provides a clear picture of what the actual teaching learning process looks like. Then, the researcher was employed structured observation checklist that is going to be adapted from the local researcher and foreign source-five stages: always, frequently, sometimes, rarely and never to implement active learning by, Miale, Silberman, & Kupczynski, (2021) stated in literature parts.

3.5.3. Interview

Interview used as a tool for English teachers to answer questions with EFL teachers' and students' perceptions, practices and challenges of active learning in the speaking classrooms. Kahan (2002) suggested that, interview was the way in which the researcher seeks to understand the perception, feelings and knowledge of people in program in-depth. Therefore, the researcher used semi-structured interview for three EFL teachers from among the total participant EFL teachers (N=3) because this type of interview allows for probing of views and opinions where it was desirable or respondents to expand their answers. The questions were prepared according to discussions given in the literature of this study. The researcher holds an interview with three English teachers to further triangulate the response that was obtained through the questionnaire and to gather additional information that can validate the teachers' understanding of active learning methods concepts, and challenges that hinder teachers from practicing active learning method in speaking classrooms.

3.6. Data Collection Procedure

In order to gather data, first, practices of EFL teachers' and students' Active Learning Methods in actual speaking classrooms took place from May 1 up to June 15/2024 G.C. Then, interviewing EFL teachers on the prepared semi structured checklist was carried out from June 18- 20/2024). Finally, the data were collected from Egambo and Ekonte Secondary school both Grade nine EFL teachers and students by using interview and questionnaire in the late June.

3.7. Method of Data Analysis

After gathering all the necessary data through data collecting tools from EFL teachers and learners, the data that were collected through questionnaires and observation check lists was tabulated and analyzed by using quantitative method using frequency and percentage because it is easy for the reader to understand the results of the study. And the data that collected through interview analyzed qualitatively; using theme analysis method which means themes was narrated to answer the research questions.

3.8. Ethical Considerations

It is apparent that research has its own ethical principles such as confidentiality, honesty, respecting cultural values of target population, free from political propaganda and the like. Before gathering data or starting the interview and discussion informed consent was obtained, the objective of the research was outlined. The individual's interviews and groups would confidential not be disclosed to the other third party. The name of the informant would not state in the report.

CHAPTER FOUR: DISCUSSION AND RESULTS

4. Introduction

The main theoretical background that leads to growth of active learning as stated by Choi and Numan, (2018) signifies a paradigmatic shift from the transition model of teaching to process oriented participatory model seeing learners as active agents in their learning and teachers as researchers of their work. From the above and other argument supported by different scholars, it can be indicated that active learning is an essential element in education that has received a universal attention and it is a method of education students that allow them to participate in speaking classroom.

In the ministry of education exposed that, both teachers and their students continue to experience considerable difficulty in using English for academic and communicative functions, and that English language is viewed as a barrier to learning in higher education institutions in KIBRET,(2019) and other scholars.

In conclusion, the researcher believes that doing research on EFL teachers' and students' perceptions and practices of active learning method in speaking classrooms at Egambo and Ekonte secondary school. In order to achieve this objective, the researcher has lapsed around three questions those have been stated in the study sections. The findings regarding teachers and students perceptions towards active learning had positive perception. Perceptions and practices are consistent with the finding of the study.

Almost all the teachers revealed their agreement with the assumption of active learning in speaking classrooms and they have perceived active learning positively. However their positive perception did not help them to practice active learning method in speaking in their EFL classrooms. So this would be practiced through process and it would be likely true for the coming generation.

4.1. Analysis of the Data

This study aimed at assessing the EFL teachers' and students' perceptions and practices of active learning method in English speaking classrooms. To do this, the study presents the findings and discussions of data gathered through the questionnaire, classroom observation and interview.

Hence, this chapter highlights the basic areas in practicing active learning methods in EFL speaking classrooms under the headings; EFL teachers' perceptions of ALM in speaking classrooms concepts, the practices of ALMs in EFL speaking classrooms, The Likert type of questionnaires under these major headings were presented and analyzed in separate tables sequentially. The data from questionnaires and classroom observation were presented through tables whereas data obtained from teachers' interview was described thematically.

4.1.1. Analysis of Data gathered Through Interview

4.1.1.1. Perceptions of EFL Teachers' towards ALM in Speaking Classrooms

In this section, the researcher analyzed data collected through interview. EFL teachers were interviewed just to know their perceptions towards using Active Learning Methods in their speaking classrooms. Therefore, results obtained from teachers' interviews were presented by using narration in the following way:

Do you regularly use active learning methods of teaching in your speaking English classrooms? If not, why? As interviewee one replied, "I use active learning methods of teaching in my speaking English classroom partially because there were so many factors that forced me to neglect active learning method. For example, large class, huge textbook contents and environmental situation, "Other interviewees said, "The students are speaking by themselves, so I use active learning methods regularly but large class and shortage of time forced me to give short note rather than speaking them because of this; I do not implement active learning in speaking class. We use almost similar methods of teaching."

How do your students feel when you give them speaking activities to practice in the classroom?

Interviewee one and two responded, "both English teachers and students have negative perception towards active learning methods for effective practices of active learning in speaking English classroom because of covering portions with planned schedule of annual plan. Other interviewees said, "Most students feel shy, but few of them practice actively during speaking activities but most students reflect their opinion in their group discussion."

What is your view about the contents and the organization of grade nine English textbooks in line with the active learning methods?

As interviewee one replied, “Grade 9 English textbooks invite students to practice active learning methods but it does not focus on the level of students.” Other interviewees said, “Students have poor background knowledge and the organization of grade 9 English textbooks contrary active learning methods because of huge content. On other hand, even if the textbook is huge it invites them to do in groups and pairs. It is limited in volume to carry to school/home.”

How do you perceive the uses of active learning methods in your speaking classrooms?

As interviewee one responded, “I have positive outlook for my effective practices of active learning methods during speaking class. This indicates three teachers had different responses theoretical believe positive perceptions for practicing of active learning method but practically they did not accept to apply active learning because the students have poor background. The teachers concentrated on content based teaching rather than focusing on participatory teaching which invites active learning strategies to implement due to large volume of text book, limited time, large class size and run for cover portion as teachers responded through interview.”

Are there some benefits for your students since you taught them through active learning methods during speaking English? If your answer is yes, what do you think are the major benefits?

As interviewees said, “yes, of course, the major benefits are: the students practice foreign language and developing their speaking skill; I solve problem communicating in my language; I may create something which involves in speaking activities, and so on. For example, if the students attend the instructional media in their lesson class, they will easily perform their speaking skill because of having native language audiences. In addition to this, the students may have opportunity to get language with culture then they communicate with today technology to adapt their natural life.”

4.1.2. Analysis of Data gathered Through Questionnaire

4.1.2.1. Perceptions of EFL Students towards ALM in Speaking Classrooms

No	Items	5		4		3		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1.	I can do my best when I'm taught as whole class by their Teacher.	45	26.1	81	47.1	21	12.2	25	14.5	-	-	172	100
2.	I learn best when I do different activities by myself before their teachers' explanations.	48	27.9	84	48.8	25	14.5	15	8.72	-	-	172	100
3.	Active learning method creates good relationship between the teacher and the Students	46	26.7	94	54.7	20	11.6	12	6.95	-	-	172	100
4.	Teachers use different active learning methods in the teaching-learning process to make as effective in our learning.	41	23.8	47	27.3	45	26.1	27	15.7	12	6.9	172	100
5.	Active learning helps to pave ways for me to take responsibility for my Own learning.	73	42.4	56	32.6	32	18.6	11	6.3	-	-	172	100
6.	Active learning prepares us to solve problems.	58	33.7	77	44.7	28	16.3	9	5.23	-	-	172	100

In this section, the researcher analyzed data collected through questionnaire. EFL Students were responded just to know their perceptions towards using Active Learning Methods in their speaking classrooms. Therefore, results obtained from Students' questionnaire were presented by using statistical and tabulation form in the following way:

Table 1: Students' Responses Concerning the Usefulness of ALM in Speaking Classrooms

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

%= percentage.

From the above table 1 item 1 shows that, 45 (26.1 %) of the respondents strongly agreed and about 81 (47.1%) of them agreed on the fact that students learn best when they are taught as a whole class by their teachers. whereas about 21 (12.2%) respondents remained 'undecided' on the issue. 25 (14.5%) of the respondents disagreed and 0 (0%) of the respondents strongly disagreed on the issue respectively.

Therefore, based on the result of data analysis, one can conclude that 126 (73.2 %) of the respondents supported the issue. This shows that, I feel happy when I can do best when I am taught as a whole class by their teacher. The response to Item 2, which intended to find out whether students learn best by doing different activities by themselves before their teachers' explanations or not. For this item, about 48 (27.9%) of the respondents strongly agreed and 84 (48.8%) of the respondents agreed, whereas 25 (14.5%) of the respondent students replied undecided, 15 (8.72%) disagreed and 0 (0%) strongly disagreed. This implies that, more than 75 percent of the respondents agreed on the importance of doing different activities by themselves before their teachers' explanations help them to learn best. Therefore the perceptions of EFL students' were interested towards practicing ALMs in their speaking classrooms.

According to Item 3 in the above table1, 46 (26.7%) of the respondents showed their strong agreement and 94 (54.7%) of the respondents showed agreement to the assumption forwarded. About 12 (6.95%) expressed their disagreement and 0 (0%) strong disagreement to the assumptions raised. Only 20 (11.6%) % of respondent students remained undecided to the issue. The majority of the respondents supported the issue and this implies that when students learn by active learning they make good relationship with their teacher and also helped them to be more interested for their learning.

The data on Item 4 shows that, 41 (23.8%) of the respondents reported their strong agreement on the use of different active learning methods by teachers in the teaching-learning process to make students effective in their learning. Similarly, about 47 (27.3%) of the respondents agreed on the issue, about 27 (15.7%) expressed their disagreement and 12 (6.9%) strong disagreement to the assumptions raised. On the other hand, 45 (26.1%) remained of the respondents 'undecided'. This shows that the respondents agreed on the issue. Based on the result of Item 4, we can say that EFL teachers used different active learning methods in the teaching learning process to make their students effective in their learning.

From the Item 5, the data shows that about 73 (42.4%) respondents strongly agreed that active learning method helps students to take responsibility for their own learning. 56 (32.6%) of respondents reported their agreement. However, 11 (6.3%) and none of them believed that they disagree and strongly disagree respectively. The remained 32 (18.6%) of the respondents ‘undecided’. This clearly tells that a large portion 129 (75%) of respondents agreed up on the idea. Therefore, we can say that active learning method could help students to take responsibility for their learning.

Based on the Item 6 shows that 58 (33.7%) of the respondents showed their strong agreement and 77 (44.7%) of them expressed their agreement. About 9 (5.23%) and none of them showed their disagreement and strong disagreement respectively and the rest 28 (16.3%) of respondents remained undecided. From this idea, one can sum up that active learning could be an important teaching-learning method for language classes to improve the skill of students to solve their problem by themselves well. Supporting this idea, McKinney Jr et al., (2023)said that active learning is recommended as a very useful teaching for all subject areas and different grade levels.

4.1.2.2. Students’ Responses Concerning Practicability of ALMs in Speaking Classrooms

No	Items	5		4		3		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
7.	Active learning doesn’t create opportunities for students to share Experiences.	10	5.8	8	4.6	5	2.9	76	44.1	73	42.4	172	100
8.	Clever students dominate group discussion activities.	39	22.6	27	15.7	5	2.9	53	30.8	48	27.9	172	100
9.	It is difficult to implement active learning methods in large class.	26	15.5	78	45.3	17	9.9	39	22.6	12	6.9	172	100
10.	Grammar is best taught in ALM than teacher centered Approach.	87	50.6	79	45.9	-	-	6	3.5	-	-	172	100
11.	ALM especially story telling helps students to improve their listening	83	48.3	74	43	9	5.23	6	3.5	-	-	172	100

	Skills.												
12.	Active learning method adds work load on teachers and students.	7	4	13	7.5	28	16.3	91	52.9	33	19.1	172	100
13.	ALM consumes a lot of students' valuable time in the teaching-learning process.	9	5.23	14	8.1	34	19.7	64	37.2	51	29.6	172	100
14.	Engaging students in group discussion to compare and contrast their answers on comprehension questions helps to improve their reading skills.	89	51.7	63	36.6	12	6.9	6	3.5	2	1.1	172	100
15.	In active learning method, role play activities help students to improve their speaking skills.	64	37.2	71	41.2	27	15.7	10	5.8	-	-	172	100
16.	Involving students to build different words using prefixes and suffixes in groups increases their word power.	37	21.5	64	37.2	42	24.4	29	16.8	-	-	172	100

Table 2: Students' Responses Concerning Practicability of ALMs in Speaking Classrooms

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

%= percentage.

From Table 2, Item 7 shows that 10 (5.8%) and 8 (4.6%) of the respondents strongly agreed and agreed respectively that active learning does not help for the students to share their experience, on the other hand, 5 (2.9%), 76 (44.1%) and 73 (42.4%) of the respondents responded 'undecided', 'disagree' and 'strongly disagree' respectively. The majority of 149 (86.5%) of the respondents did not agree on the idea and this shows that active learning could help students to create and share their experience with their class mates. This idea is supported by McKinney Jr

et al. (McKinney Jr et al., 2023) stated that students must be actively involved to talk about what they are learning to relate it to their past Experiences, apply it to their daily lives in order to learn speaking a foreign language rather than just sitting in a class listening to teachers and memorizing assignments and spitting out answers.

From the above table Item 8, 39 (22.6%) and 27 (15.7%) of the students strongly agree and agree while the large amount 101 (58.7%) of the respondents disagreed to the item. This seems that clever students do not dominate other group members during group discussion. The rest 5 (2.9%) of the respondents witnessed that they did undecided about the issue. In replying to Item 9, 26 (15.5%) and 78 (45.3%) of the students responded their strong agreement and agreement respectively on the assumption. A small number of students 39 (22.6%) and 12 (6.9%) showed their disagreement and strong agreement respectively. The rest 17 (9.9%) of respondents remained undecided to the assumption forwarded. Therefore, based on the assumption forwarded above, the large number of students in one classroom might be one factor to affect the practice of active learning in the classroom.

From the above table 2, Item 10, among 172 respondents 87 (50.6%) and 79 (45.9%) of the respondents strongly agreed and agreed respectively that they prefer to learn grammar using active learning methods. None of them remained undecided. However, the remaining 6 (3.5%) and none of the respondents did not agree and strongly disagree with the idea respectively. Thus, based on the above result of data analysis, one could conclude that most students still prefer the teacher-centered approach/ traditional way of teaching grammar. Concerning to Item 11, 83 (48.3%) of respondents strongly agreed and 74 (43%) of them agreed that story telling helps students to improve their listening skills. Whereas 6 (3.5%) and none of them reported 'disagree' and 'strongly disagreed' respectively. The rest 9 (5.23%) remained undecided. As result, this implies that the respondents supported the idea that story telling could be taken an important active learning method to improve students' listening skills.

Item 12 were reported disagreement and strong disagreement by 91 (52.1%) and 33 (19.1%) of the respondents respectively. Only 28 (16.3%) of them remained undecided. On the other hand, 7 (4%) and 13 (7.5%) of the respondents showed their strong agreement and agreement respectively. From the above data analysis result, it is possible to say that active learning methods in speaking classrooms might be a burden for both teachers and students. Item 13,

among 172 respondents 9 (5.23%) and 14 (8.1%) of them strongly agreed and agreed on the issue forwarded. On the other hand, 64 (37.2%) and 51 (29.6%) of the respondents reported their disagreement and strong agreement. 34(19.7%) of the respondents undecided on the issue. This implies that active learning methods in speaking classrooms may not require a lot of time to do activities properly.

Item 14 of the same table 2, 89 (51.7%) of the respondents strongly agreed and 63 (36.6%) of them agreed on the issue. This issue helps students to improve their reading skills. The data in the same item also show that 12 (6.9%) of the respondents did undecided on the issue. On the other hand, 6 (3.5%) and 2 (1.1%) of them reported their ‘disagreement’ and ‘strong disagreement’ on the issue raised.

In Table 2, Item 15 shows that 64 (37.2%) of the students strongly agreed and 71 (41.2%) agreed that involving students in role play activities is helpful to improve the speaking skills of the students. On the other hand, 10 (5.8%) disagreed and none of them strongly disagreed on the issue. 27 (15.7%) of the respondents remained undecided. Based on the result of data analysis, 135 (78.4%) of the respondents responded to say that role play activities might help students to improve their speaking skills. Item 16 from the above table shows that almost half of the respondents reported their strong agreement 37 (21.5%) and agreement 64 (37.2%) that students’ involvement in group work is best promoted in active learning method to build different words using prefixes and suffixes to increase their word power. The rest 42 (24.4%), 29 (16.8%) and none of the respondents undecided, disagreed and strongly disagreed respectively. In short, it is possible to say that building different words using prefixes and suffixes could help students to improve their word power.

4.1.3 Analysis of Data Collected Through Classroom Observation

4.1.1.3 Practice of EFL Teachers’ towards ALMs in speaking classrooms

In this section, the researcher analyzed data collected through observation. EFL teachers were observed just to know their practices towards using Active Learning Methods in their speaking classrooms. Therefore, results obtained from teachers’ observations were presented by using narration in the following way:

As the results obtained from observation, EFL teachers practice classroom discussion in their speaking classrooms; they use class room discussion as an active learning technique in EFL class. As a reaction to the statement, majority of EFL teachers have implemented that they usually and sometimes use it. This may indicate that, discussion was used usually by all teachers in English classes, even though students' active participation in speaking classrooms was low. However, 'Question and answer' is another strategy which is usually used in the English classrooms as observed by majority of the EFL teachers. As classroom observation data indicated, students had also some contribution in question and answer. This is because the teachers were sometimes observed asking the question and take answer from students. The EFL teachers were also observed how EFL teachers practice role play in their speaking classrooms; of teachers practiced that they rarely and sometimes employ role play in classroom.

This implies that, they practiced a role-play rarely. On contrary, using the effective use of role-plays added variety to the kinds of activities to students in order to perform by encouraging them to develop and practice new language and by creating the motivation and involvement necessary for real learning to develop speaking skills. EFL teachers were also observed how EFL teachers practice debate in their speaking classrooms; they use debate in English class. To this idea, the teachers expressed that, they use this strategy 'rarely' and 'never'. On the other hand, as the researcher saw EFL teachers sometimes implemented 'Debate'. However, the data from classroom observation revealed that, there was no debate used within four periods observed even though the lesson invites teachers to practice it. Almost all teachers said that they usually use explanation or lecture method in their EFL during actual speaking classrooms. Here moreover, they proved it that, they usually dominate their classroom. Although lecture is poor in developing students' higher order thinking skill, the findings indicated that, they 'usually' use it in their English classroom. This is also proved by observation that teachers were active in the classroom than students. The observation showed that, teachers in each observed periods prefer lecture method to active learning. However, teacher is expected to be flexible and dynamic in controlling the language learning environment, since the nature of language learning substantially demands that learners need to actively participate in the language use activities.

The other active learning strategy favored by all teachers was 'Brain storming'. Majority of the respondents practiced that, they use brain storming usually in actual speaking English classrooms. This implies that, EFL teachers usually used brain storming, ideas students raised under each lessons learned. However, EFL teachers never use peer-teaching in English speaking classrooms and them use rarely. This tells that, the EFL teachers never employ this strategy in their classrooms. Moreover, EFL teachers were also implemented how EFL teachers practice problem solving in English class during speaking classrooms. As the researcher observed EFL teachers sometimes practiced problem solving in their speaking classrooms, but EFL teachers practiced that, they rarely and never use problem solving in their actual speaking classrooms. This showed that, problem solving is rarely employed in EFL classroom. Moreover, EFL teachers never employ story-telling in EFL speaking classrooms.

In general, based on the above discussion, it is possible to say that, the degree of practicing major active learning techniques in EFL speaking classrooms was low and the techniques EFL teachers widely used were the traditional ones. As the observation showed that, EFL teachers mostly practice lectures, group discussions, and questioning and answering. However, other ALMs , which are expected to be widely used in EFL that can expose learners to improve different critical thinking abilities that require students' own initiative, planning, experimentation, elaboration and self-evaluation, still seemed to be rare. On the other hand, (Eison, 2010) noticed that, students must do more than just listen. They need to read, write, discuss and engage in problem solving activities. In real ALMs model, students must be engaged in higher order thinking skills as synthesis and analysis. Therefore, from the above discussions, one can infer that the practices of ALMs by English teachers were low and they use lecture usually in English classes contrary to what they perceive about AL which may show that EFL teachers do not give much emphasis to these techniques as means of improving students' language learning. It is possible to judge that, EFL teachers always didn't implement ALMs in actual speaking their English classrooms.

4.1.3.2 Practices of Students towards ALM in Speaking Classrooms

Table 3: Frequency and Percentage of Students' use of Active Learning Methods in speaking classrooms

No	Items	5		4		3		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
17.	Discussion	94	54.6	69	40.1	9	5.23	-	-	-	-	172	100
18.	Group work	42	24.4	89	51.7	41	23.8	-	-	-	-	172	100
19.	Lecture	18	10.5	35	20.3	19	11	56	32.6	44	25.6	172	100
20.	Story telling	39	22.7	67	38.9	23	13.4	18	10.5	25	14.5	172	100
21.	Question and answer	81	47	74	43	17	9.9	-	-	-	-	172	100
22.	Problem solving	20	11.6	24	13.9	35	21.7	33	19.1	60	34.9	172	100
23.	Role play	21	12.2	19	11	86	50	28	16.3	18	10.5	172	100
24.	Brain storming	27	15.7	68	39.5	46	26.7	31	18	-	-	172	100
25.	Debate	51	29.7	36	20.9	39	22.7	28	16.3	18	10.5	172	100
26.	Peer teaching	-	-	26	15.1	48	27.9	69	40.1	29	16.9	172	100

Keys: 5= always, 4= frequently, 3= sometimes, 2= rarely, 1= never, f= frequency, %= percentage.

From the above table 3, different active learning methods were provided as representatives. Based on the frequency distribution of the use of these methods by respondent students is presented in the following ways.

The first active learning method listed in the above table 3, is 'discussion'. In responding to this item 94 (54.6%) of the respondents replied always and 69 (40.1%) of the respondents said frequently. While, none of them believed that rarely and never respectively. The rest 9 (5.23%) of the respondents practiced sometimes. This shows that 'discussion' is the first most frequently employed ALMs in actual speaking classrooms by the students. On the other hand, among common active learning methods which are presented in table 3, 'group work' was answered by 42 (24.4%) and 89 (51.7%) of the respondent replied always and frequently implemented.

However, none of the respondents believed that they rarely and never practiced. While 41 (23.8%) of respondents practiced sometimes. This implies that group work is used always and frequently implemented in ALMs in actual speaking classrooms.

The other active learning method question and answer which was supported by 81 (47%) and 74 (43%) of the respondents were always and frequently practiced. On the other hand, none of them believed that they rarely and never respectively. The remaining 17 (9.9%) of the respondents were practiced sometimes. This shows that question and answer was the second most frequently used method by students in the teaching-learning process in actual speaking classrooms. On the other hand, the least practiced active learning methods reported by students in table 3, were peer teaching, brainstorming, role play, problem solving and storytelling as well as debate. In general, the results obtained from Items 17-26 showed that the practice of ALMs in speaking classrooms was not commonly implemented in Egambo and Ekonte secondary school.

4.2 Interpretation of data

This part of the study was aimed at interpreting the data gathered through interview, questionnaire and classroom observation. The above data collecting tools were used by the researcher to gather information about teachers' and students' perceptions and practices of active learning methods in speaking classrooms. Based on this, the following interpretations were made.

4.2.1 Interpretation of data collected through interview

In analysis of data collected through interview, EFL teachers were interviewed just to know their perceptions towards using active learning methods in their speaking classrooms. Therefore, results obtained from teachers were presented by using narration, for example interviewee one replied "I use active learning methods of teaching in my speaking classroom partially, because there are so many factors that forced me to neglect active learning methods such as large class size, huge text book contents and environmental situations.

Another interviewee replied that "both English teachers and students have negative perception towards active learning method because of covering the portion in relation to annual plans:"

Another interviewee said I have a positive outlook for my effective practice of active learning methods during speaking lesson. This indicate three leaches had different responses, theoretical believes and positive perceptions towards ALMs, but practically they did not accept to apply as the method because students have poor background knowledge. The teachers concentrated on content based teaching rather than focusing on participatory teaching.

4.2.2 Interpreting data collected through questionnaire

In this section the researcher collected data through questionnaire. EFL students were invited by distributing questionnaires just to know their perceptions towards using active learning methods in their speaking classrooms. Therefore results obtained from students responses were presented by using statistical and tabulation form. The questionnaires contain responding words like strongly agree, agree, undecided, disagree and strongly agree. Here each point was given frequencies from 5 up to 1 respectively.

Based on this anyone who wants to understand the responses of students on each frequency can go back to the table and look on the questions and the respondents' answers.

Therefore based on the results of data analysis, one can conclude that 126 (73.2%) of the respondents supported the issue. This shows that I feels happy when I can do best when I am taught as a whole which intended to find out whether students learn best by doing different activities by themselves before their teachers' explanations or not. For this item about 48(27.9%) of the respondents strongly agreed and 84(48.8%) of the respondents agreed, whereas 25(14.5%) of respondents students remained undecided and so on.

4.2.3 Interpreting data collected through classroom observation

In this section the researcher collected data through classroom observation. EFL teachers were observed just to know their practices towards using active learning methods in their speaking classrooms. Therefore results obtained from teachers observations were presented by using narration. As the results obtained from observation, EFL teachers practice classroom discussion in their speaking classes. This indicates that discussion was usually used by all teachers in speaking classes.

However, question and answer is another strategy which is usually used in the English classrooms. Role play and debate are also rarely practiced in speaking classrooms.

In general based on the above discussion, it is possible to say that, the degree of practicing major active learning techniques in EFL speaking classrooms was low and the techniques EFL teachers widely used were the traditional ones.

So we can conclude that this research is consistent with other local researcher's work for example many local researchers discussed that many teachers develop an idea what an active learning is, from their training program but the realization is different from their understanding. Hirpo (2020) stated the achievement of learning faces various challenges due to different factor in different high schools. He said that Ethiopian teachers and students go for lecture method rather than active learning. Besides this Aytnew, (2017) conducted research on the practice of active learning method in English learning classroom in some selected Tabor secondary school and preparatory school. He found that large number of students, students' use of mother tongue in discussion, students ' background experience of using active learning method and teachers' and students' fear of committing mistakes were taken as challenges. Also Getachew (2020) conducted a research at Shimeles Habte secondary school on grade 9 students. The study showed the same application of students practice on active learning method in English speaking classrooms.

So to bring the expected active learning method a better change on both teachers' and students' perceptions and practices of English classrooms, the teachers' role should be given due emphasis. As Tadese (2020) displays more priority role and responsibility to the teachers. The teacher was the center of the classroom activity.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary, conclusion and recommendations. In this section first, a summary of the study was made. Second, conclusions of the fundamental findings are drawn. Lastly some possible recommendations are forwarded on the basis of the findings of the study.

5.1. Summary

The objective of this study was to assess EFL teachers' and students' perceptions and practices of active learning methods in speaking classrooms at Ebambo and Ekonte secondary school. In order to achieve this

Objective, the following research questions were raised in the study.

1. What are the perceptions of EFL teachers and students towards using active learning methods in speaking classrooms?
2. How do EFL teachers and students practice active learning methods in their speaking classrooms?
3. What are the challenges that hinder EFL teachers and students from practicing active learning method in speaking classrooms?

The data were gathered through questionnaire, observation and interview from the respondents. The data obtained through the questionnaire were analyzed in percentages and frequency. However, data obtained from teachers' interview was described thematically. Based on the analysis of the data, the following findings were obtained from the study.

5.2. Conclusions

Based on the findings of the study, the following conclusions were made: The study showed that, although almost all EFL teachers seemed that they had favorable perceptions of ALMs, the study proved that most of the teachers had theory based knowledge not at practical level. Therefore, the teachers' centered approaches, which denied the students opportunities of practicing different ALMs in speaking classrooms, were preferred in English lessons.

The study also confirmed that the limited ALMs (question-answer, group works, debating and group discussion) were frequently used in their English classrooms. Their attempts and commitment for its implementation was unsatisfactory. This shows that, strong commitment is expected from EFL teachers to bring more methods into their in speaking classrooms with students' active participation. Moreover, the study showed that, there are still challenges that faced EFL teachers and students in the proper implementation of ALMs in actual speaking classrooms. For example: large class size, shortage of time and teachers' shortage of instructional, using long time lecture method and so on practice different ALMs.

Therefore, it can be concluded that, the findings of this study are almost in line with what has been stated in the literature part. That is to say, active learning method is believed to be currently accepted method for its key successful and appropriateness for students through enhancing their self-confidence, independent-learning and opportunities to share experiences. In short, although there was teachers' high understanding of ALM concepts and positive perceptions on its implementation, the actual practices of ALMs in their English classes was low due to the major factors like large class size, teachers' lack of instructional method using long time lecture method and use different ALMs, and shortage of time to cover the prescribed syllabus. Hence, the implementation of ALM in English classes of this school might be questionable as English teachers might not use it effectively. Yet, a lot of things should be taken into account seriously by the school English teachers to effectively implement this method in speaking classrooms in such a way that it may contribute to students' success in English language learning context.

5.3. Recommendations

On the basis of the major findings in this study and the conclusions drawn, the researcher has forwarded the following recommendations:

1. The findings showed that, since teachers lack practical application knowledge of active learning method (they have theory based knowledge of ALMs) they should be given the opportunity to acquire the basic knowledge about the method and skills related to planning, implementing, and assessing ALMs in speaking classrooms that can develop the critical thinking capacities of the students. Hence, it is suggested that, Egambo and Ekonte secondary school in Bulen woreda with the concerned educational bodies should offer in-service training for teachers on how to practice active learning methods in speaking classrooms and alleviate challenges encountered in their classroom.
2. As the findings showed, most of the EFL teachers have a positive perception of using active learning but their actual practices of it was not satisfactory. Thus, it is recommended that EFL teachers should be committed as possible to discharge their roles practically in exercising active learning techniques in their classroom. Because, the level of active learning utilization can be improved if the teachers can be able to provide the situations that encourage the active participation of students in the ELT by acting as a real facilitators and organizers of students' learning to bring a shift from the teacher centered method of teaching to the desirable one.
3. It has also been recommended that, to mitigate shortage of time, it is better for teachers to plan for active learning by avoiding: lost time, late starts, starting teaching as scheduled and minimizing time spent on discipline because these gaps may lead to low practices of ALMs in speaking classrooms.
4. Since the present study is not a large scale study given the limited number of EFL teachers and students in selected school involved, a similar further study might be necessary to be conducted that uses large subjects and more elaborate issues of ALMs practices in EFL in speaking classrooms.
5. The other one was that the study was limited only EFL teachers' and students' perceptions and practice of Active Learning Methods in speaking classrooms grade nine in focus, it is believed that the study might have been more reliable if it was possible to include other grade levels and increase the number of grade levels since the large the sample is the better the reliability.

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APPENDICES

ADDIS ABABA UNIVERSITY

Appendix A: Students questionnaire (English Version)

Questionnaire for the students

The purpose of this questionnaire for the students was to gather relevant information regarding with EFL teachers' and students' perceptions and practices of Active Learning methods in speaking classrooms at Egambo and Ekonte Secondary School grade 9 in focuses. There are no wrong or right answers, since the validity of the study depends on your responses, please provide you are honest respondent for each of the questions. The response was used only for research purpose.

Part I: Socio-demographic characteristics of the respondents (personal information)

Direction 1: for the following personal information, (please write your answer in the table).

1. Age: -----

2. Sex: Male Females

3. Section: _____

Part: II Questions related with specific objective (please encircle on your answer)

Direction 2

Please read the following items carefully and put a tick (√) mark in the following table which is accompanied with five options. Keys:

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

No	Items	5	4	3	2	1
1.	I can do my best when I'm taught as whole class by their Teacher.					
2.	I learn best when I do different activities by myself before their teachers' explanations.					

3.	Active learning method creates good relationship between the teacher and the Students					
4.	Teachers use different active learning methods in the teaching-learning process to make as effective in our learning.					
5.	Active learning helps to pave ways for me to take responsibility for my Own learning.					
6.	Active learning prepares us to solve problems.					
7.	Active learning doesn't create opportunities for students to share Experiences.					
8.	Clever students dominate group discussion activities.					
9.	It is difficult to implement active learning methods in large class.					
10..	Grammar is best taught in ALM than teacher centered Approach.					
11.	ALM especially story telling helps students to improve their listening Skills.					
12.	Active learning method adds work load on teachers and students.					
13.	ALM consumes a lot of students' valuable time in the teaching-learning process.					
14.	Engaging students in group discussion to compare and contrast their answers on comprehension questions helps to improve their reading skills.					
15.	In active learning method, role play activities help students to improve their speaking skills.					
16.	Involving students to build different words using prefixes and suffixes in groups increases their word power.					
17.	Discussion					
18.	Group work					
19.	Lecture					
20.	Story telling					
21.	Question and answer					
22.	Problem solving					
23.	Role play					
24.	Brain storming					
25.	Debate					
26.	Peer teaching					

Appendix B: Students questionnaire (Amharic Version)

አድስ አበባ ዩኒቨርሲቲ

ማህበራዊ ሳይንስ እና ሰበዓዊ ኮሌጅ

የእንግሊዝኛ ቋንቋ ትምህርት እና ስነ ፅሁፍ ትምህርት ክፍል

የድህረ-ምረቃ ፕሮግራም በሁለተኛ ደረጃ ትምህርት ቤት ተማሪዎች የሚሞላ የፅሁፍ መጠይቅ

ለተማሪዎች የተዘጋጀ የፅሁፍ መጠይቅ

የዚህ መጠይቅ ዋና አላማ ተማሪ አሳታፊ የማስተማሪያ ዘዴዎች አተገባበርን በተመለከተ ለሁለተኛ ዲግሪ መሟያ ለሚደረገረ ጥናት መረጃ መሰብሰብ ነው። ጥናቱ ተማሪዎች ስለተማሪ አሳታፊ የማስተማሪያ ዘዴዎች ያላቸውን ግንዛቤ ለማወቅ እና የእንግሊዝኛ ትምህርትን በምን መልኩ እየተማሩ እንደሆነ መረጃ በመሰብሰብ የተማሪዎች የእንግሊዝኛ ቋንቋ ችሎታና እውቀት እንዲሻሻል የበኩሉን አስተዋፅኦ ያደርጋል። ለዚህ ጥናት መሳካት ደግሞ ያንተ/ያንቺ ትክክለኛ መረጃ ጉልህ ድርሻ አለው። ስለሆነም በመጠይቁ ለተካተቱ ጥያቄዎች ትክክለኛ መረጃ በመስጠት ትተባበረኝ/ትተባበሪኝ ዘንድ በአክብሮት እየጠየቅሁ ውድ ጊዜህን/ጊዜሽን መስዋዕት በማድረግ መጠይቁን በትክክል በመሙላት ጥናቱ ግቡን ይመታ ዘንድ ለምታደርግልኝ/ለምታደርጊልኝ ትብብር ከወዲሁ ልባዊ ምስጋናየን አቀርባለሁ።

ነሀሴ፣2016 ዓ.ም

አጠቃላይ መመሪያ

ይህ የፅሁፍ መጠይቅ አራት ክፍሎች አሉት። የመጀመሪያው ክፍል መጠይቁን የሚሞሉ ተማሪዎችን ግላዊ መረጃ የሚመለከት ነው። ሁለተኛው ክፍል ተማሪዎች ስለአሳታፊ የማስተማሪያ ዘዴዎች ያላቸውን ግንዛቤ ለማወቅ የሚረዱ ጥያቄዎችን የያዘው። ሶስተኛው ክፍል ተማሪዎች በክፍል ውስጥ የእንግሊዝኛ ቋንቋ ትምህርትን ሲማሩ አሳታፊ የማስተማሪያ ዘዴዎችን እንዴት እንደሚጠቀሙባቸው ለማወቅ የሚረዱ ጥያቄዎችን የያዘ ነው። የመጨረሻው ክፍል ደግሞ አሳታፊ የማስተማሪያ ዘዴዎችን በክፍል ውስጥ ለመተግበር የሚያጋጥሙ ችግሮችን ለማወቅ የሚረዱ ጥያቄዎችን ይዟል።

ክፍል አንድ፡- ግላዊ መረጃ በባዶ ቦታዎች ትክክለኛውን መረጃጻፍ/ጻፊ።

1. የትምህርት ቤቱ ስም.....
2. የታ.....
3. ክፍልና ሴክሽን.....

ክፍል ሁለት፡-

የሚከተሉትን ጥያቄዎች በጥንቃቄ አንብቦ/አንብቦሽ ከተሰጡት አምስት አማራጮች መካከል አንዱን በመምረጥ በጥያቄዎች ትይዩ ባሉት ሳጥኖች ውስጥ የ(✓) ምልክት አድርግ/አድርገ።

አማራጮች

5=በጣም እስማማለሁ

4=እስማማለሁ

3=አልወሰንሁም

2=አልስማማም

1=በጣም አልስማማም

ተ.ቁ	ጥያቄዎች	አማራጮች				
		5	4	3	2	1
1	ተማሪዎች በአንድነት በክፍል ውስጥ በመምህሩ ሲማሩ አቅማቸውን በደንብ ይጠቀማሉ።					
2	ተማሪዎች በተሻለ ሁኔታ የሚማሩት መምህሩ ገለፃ ከመስጠቱ በፊት የተለያዩ ተግባራትን ሲያከናውኑ ነው።					
3	አሳታፊ የማስተማር ዘዴ ተማሪዎች ልምዳቸውን ለመለዋወጥ እድል አይፈጥሩላቸውም።					
4	አሳታፊ የማስተማር ዘዴ በመምህሩና በተማሪዎች መካከል ጥሩ ገንኙነት ይፈጥራል።					
5	ተማሪዎች በትምህርታቸው ውጤታማ እንዲሆኑ መምህራን በመማር ማስተማሩ ሂደት የተለያዩ አሳታፊ የማስተማር ዘዴዎችን ይጠቀማሉ።					
6	አሳታፊ የማስተማር ዘዴ ተማሪዎች ራሳቸውን ለማስተማር ሁኔታዎችን በመመዘኛ ሀላፊነት እንዲወስዱ ይረዳል።					
7	አሳታፊ የማስተማር ዘዴ ተማሪዎች የሚያጋጥሟቸውን ችግሮች እንዲፈቱ ያዘጋጃቸዋል።					
8	ጎበዝ ተማሪዎች በቡድን ውይይት ተግባራት ጊዜ በሌሎች ተማሪዎች ላይ ተፅዕኖ ያሳድራሉ።					
9	አሳታፊ የማስተማር ዘዴን በርካታ ተማሪዎች በሚገኙበት ክፍል ውስጥ ተግባራዊ ማድረግ አስቸጋሪ ነው።					
10	የእንግሊዝኛ ሰዋስው ህጎችን በጥሩ ሁኔታ ለማስተማር ከመምህር ተኮር የማስተማር ዘዴ ይልቅ አሳታፊ የማስተማር ዘዴ የተሻለ ነው።					
11	አሳታፊ የማስተማር ዘዴ በተለይም ታሪክን በመንገር የማስተማር ዘዴ የተማሪዎችን የማዳመጥ ክህሎት ያዳብራል።					
12	አሳታፊ የማስተማር ዘዴ በመምህሩና በተማሪዎች ላይ የስራ ጫና ይፈጥራል።					
13	አሳታፊ የማስተማር ዘዴ የተማሪዎችን ውድ ጊዜ ይጨርሳል።					
14	ተማሪዎች ለአንብቦ መረዳት ጥያቄዎች የሰጧቸውን መልሶች በቡድን ሆነው እንዲያወዳድሩና እንዲያነጻፅሩ ማድረግ የአንብቦ መረዳት ክህሎታቸውን እንዲያዳብሩ ይረዳቸዋል።					
15	የሚና ጨዋታ የማስተማሪያ ዘዴ ተማሪዎች የንግግር ክህሎታቸውን እንዲያዳብሩ ያግዛቸዋል።					
16	ተማሪዎች ቅድመ እና ድህረ ግንድ ቅጥያዎችን በቃላት ላይ እየጨመሩ የተለያዩ ቃላትን እንዲመሰርቱ ማድረግ የተማሪዎች የቃላት ክምችት እንዲጨምር ያግዛል።					

ክፍል ሶስት፡-

ከጥያቄ 17 እስከ 26 ተማሪዎች የሚከተሉትን አሳታፊ የማስተማሪያ ዘዴዎች በክፍል ውስጥ ምን ያክል ተግባራዊ እንደሚያደርጓቸው ለማወቅ የተዘጋጁ ናቸው። ከጠሰጡት አምስት አማራጮች መካከል አንዱን በመምረጥ በጥያቄዎች ትይዩ ባሉ ሳጥኖች ውስጥ የ(✓) ምልክት አድርግ/አድርገ።

አማራጮች

5=ሁልጊዜ

4=አብዛኛውን ጊዜ

3=አልፎ አልፎ

2=በጣም አልፎ አልፎ

1=በጭራሽ

ተ.ቁ	ጥያቄዎች	አማራጮች				
		5	4	3	2	1
17	የውይይት ዘዴ					
18	የቡድን ስራ					
19	የገለፃ ዘዴ					
20	የተረት ተረት ስልት					
21	ጥያቄና መልስ					
22	ችግር ፈቺ ዘዴ					
23	ሚና ጨዋታ					
24	በአእምሮ ማሰላሰልና ሀሳብ ማፍለቅ ዘዴ					
25	የክርክር ዘዴ					
26	የአቻ ማስተማር ዘዴ					

Appendix C: Classroom observation checklist

Classroom observation check list

The main purpose of this observation check list is to assess the activities practiced in the class room in relation to the implementation of active learning methods in speaking classrooms. The activities were marked in the category on the basis of whether they happen or not in the classroom.

Part I

General information

1. Name of the teacher _____
2. Sex: M F
3. Educational qualification: A. Diploma B. Degree C.MA /MSC
4. Teaching experience of the teacher : A. 1-3 years B.4-6 years
C.7-10 years D. above 10years
5. Period and section observed _____
6. Number of students in the classroom: A. below 50 B. 50-60 C. above 60
7. Classroom observation checklist

No	List of observation	Day 1	Day 2	Day 3
1	Classroom situation			
1.1	Is there enough sitting space for all students?			
1.2	Are the seats movable?			
1.3	Is the classroom layout arranged to facilitate active learning?			

1.4	Is there enough space for movement between desks?			
1.5	Is the class size appropriate?			
1.6	Is there group work activity?			
1.7	Are the desks arranged in straight row?			
2	Teachers' Activity			
2.1	Arranging students for different classroom activity			
2.2	Clarifying the learning objective			
2.3	Giving direction about the procedures and activities			
2.4	Using different instructional methods to implement active learning			
2.5	Encouraging students to become active participant			
2.6	The teacher is more active than the students			
2.7	The teacher is active in explaining, monitoring and describing			
2.8	managing the class for active learning implementation			
2.9	Using an exercise to elicit students' ideas knowledge and skill			
3	activities of students during the lesson			
3.1	Students are participating in problem solving activities			

3.2	Students are playing roles			
3.3	Students are discussing issues in groups			
3.4	Students are taking part in peer teaching			
3.5	Students are practicing demonstration			
4	Class Evaluation			
4.1	Teacher gives group work, ask question gives exercises for the learners			
4.2	Teacher follows up students' participation and activities			
4.3	Teacher elicits response from learners instead of supplying answers			
4.4	Teacher evaluate students' group cooperation			
4.5	Teacher checks and gives constructive feed back to the students' work			
4.6	students are listening passively during the lesson			

Appendix D: Interview for English Teachers

The main purpose of this interview is to assess the perception of Secondary school English teachers on the implementation of teaching learning process from the active learning prospective.

This is part of my MA thesis research. You are kindly requested to respond to every item in the interview. Your responses will not be used for any purposes other than this research. Hence your honest responses, whatever it is, are solicited. Thanking you in advance.

Part I. Background Information

1. Sex: M F
2. Age: A/ 20-30 years B/ 31- 40 years C/ 41 years and above
3. Qualification: A/ diploma B/ BA/BSC/BED C/ MA/MSE/MED
4. School Name _____
5. Teacher's Name _____
6. Service year in teaching A/ 1-5 years B/ 6-10 years C/ 11-15 years D/ 16 years and above
7. Teaching load per week A/ 5-15 B/ 20-30
8. Average number of students in your class A/ below 50 B/ 50-60 C/ above 60

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 teaching learning process.

1. Are you regularly use active learning methods of teaching in your speaking English classrooms? If not, why?
2. What do your students feel when you give them speaking activities to practice in the classroom and reflect?

3. What is your opinion about the contents and the organization of grade eleven English textbooks in line with the active learning methods?
4. Do you think that English teachers and, students have positive outlook for effective practice of active learning in the speaking classes? If your answer is no, what do you think is the reason?
5. What do you think is the interest/ attitude/ feelings of students and English teachers, on the current practices of active learning methods in speaking English classroom?
6. How do you feel about the practicability of active learning in your speaking English Classroom?
7. Are there some benefits for your students since you taught them through active learning methods during speaking English? If your answer is yes, what do you think are the major benefits?

Part III. Factors affecting the implementation of active learning methods in speaking English classroom

1. What are the challenges you face while you are trying to implement active learning in your speaking English class?
2. What do you think are some of the most common factors that can affect the implementation of active learning in speaking English language teaching learning process?
3. What is your general comment for English teachers for practices of active learning method in speaking class?

Thank you