

COLLEGE OF EDUCATION AND LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

SECONDARY SCHOOL ENGLISH LANGUAGETEACHERS' BELIEFS ABOUT ACTIVE LEARNING APPROACHES AND THEIR CLASSROOM PRACTICES: THE CASE OF GRADE 11 AND 12 ENGLISH CLASSES

BY
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ADDIS ABABA UNIVERSITY

JUNE, 2026
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A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE IN FULFILLMENT OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE TEACHING

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Declaration

I, the undersigned, hereby declare that this dissertation is my original work and that all sources of materials used in the dissertation have been properly acknowledged.

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Name: Mulugeta Addisu

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Date of Submission: June, 2026

Abstract

The purpose of this study was to investigate secondary school English language teachers' pedagogical beliefs about the active learning approach and their classroom practices in North Shoa (Salale), Oromia Regional State, Ethiopia. The study also sought to identify the contextual factors that challenge the implementation of the approach in ELT classrooms. To achieve the intended objectives, mixed-methods data collection was employed to obtain a comprehensive understanding of the issue. For this study, 15 secondary schools were selected from a total of 52 public secondary schools using a simple random sampling technique. The participants were 72 English language teachers who teach in grades 11 and 12 across the selected schools. A census approach was used to gather questionnaire data from all participants, while purposive sampling was employed to select teachers for interviews and classroom observations. Data were collected through questionnaires, semi-structured interviews, and classroom observations. Data collected through questionnaires were analyzed using descriptive statistical tools such as mean and standard deviation. On the other hand, data obtained from interviews and classroom observations were analyzed qualitatively. The findings from both the questionnaires and interviews indicated that teachers held favorable beliefs about the significance of implementing an active learning approach in ELT classrooms for students' effective English language learning. However, findings from classroom observations indicated a discrepancy between teachers' beliefs and their actual classroom practices because teachers mainly relied on teacher-centered instructional methods, with few students' participation. Classroom conditions, resource constraints, student and teacher-related challenges, and lack of support from educators and school leaders were identified as major factors contributing to the ineffective implementation of active learning. These findings indicate that teachers' positive beliefs about the value of active learning in enhancing students' language learning do not necessarily translate into effective classroom practices. This suggests that addressing the barriers to implementing active learning is essential, as positive pedagogical beliefs alone are insufficient to ensure its effective classroom implementation. In addition to addressing implementation barriers, teachers should encourage students' active participation through a variety of active learning strategies. Furthermore, stakeholders such as educators and school leaders should collaborate to create supportive environments for the effective implementation of active learning.

Acknowledgements

A number of people, both directly and indirectly, have contributed to the successful completion of this dissertation. I would, therefore, like to express my sincere gratitude to a few of them.

First and foremost, I would like to express my deepest gratitude to my advisor, Dr. Taye Regassa, for his invaluable guidance, unwavering support, and constant encouragement throughout this study. His constructive feedback, insightful suggestions, and continuous supervision at every stage of the research have significantly shaped and enriched this work.

Secondly, I would like to express my sincere appreciation to the secondary school administrators and the Grade 11 and Grade 12 EFL teachers who participated in this research for their cooperation and support during the data collection process. Their cooperation, openness, and commitment were instrumental to the successful completion of this study, and I sincerely appreciate their invaluable contributions.

Thirdly, I would like to extend my heartfelt thanks to Dr. Silashi Chemir, Adamu Tefera, Mereha Tibebu, Dejene Tenkolu, Tibebu Abebe, Dr. Tibebu Bekele, and Awel Kedu for their valuable advice, encouragement, and moral support throughout my study. I am sincerely grateful to everyone who appreciated my efforts and encouraged me throughout this journey until the successful completion of the dissertation.

Furthermore, I wish to express my deepest gratitude to my beloved wife, Zawdinesh Abebe, my son, Gada Mulugeta, and my daughter, Fenet Mulugeta, for their unwavering love, patience, understanding, encouragement, and countless sacrifices throughout this journey. Their constant support has been a source of strength, motivation, and inspiration, enabling me to complete this dissertation successfully. Finally, I am deeply grateful to my sister, Fantu Addisu, as well as Fikadu Addisu, Bikila Addisu, and Takale Diribsa, for their enduring moral support, encouragement, patience, understanding, and love throughout every stage of my academic journey.

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List of Abbreviations and Acronyms

ALA	Active Learning Approach
ALCs	Active Learning Classrooms
ELT	English Language Teaching
BALLI	Beliefs about Language Learning Inventory
ESL	English as a Second Language
ESDP	Education Sector Development Program
FEL	English as a Foreign Language
GECF	General Education Curriculum Framework
TESOL	Teaching English to Speakers of Other Languages
TESO	Teachers Education System
MOE	Ministry of Education
FDRGE	Federal Democratic Republic Government of Ethiopia
HDP	Higher Diploma Program
ICDR	Institute for Curriculum Development and Research
LL	Lifelong Learning
NETP:	New Education and Training Policy
NGO	Non-Governmental organization
LPAT	Lesson Plan Analysis Task
PGDT	Post Graduate Diploma in Teaching
SPSS	Statistical Package for Social Sciences
STEM	Science, Technology, Engineering, and Mathematics
TBALA	Teachers' Beliefs about Active Learning Approach
TESL	Teaching English as a Second Language
TESO	Teacher Education System Overhaul
TESOL	Teaching English to Speakers of Other Languages

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

English Language used to be spoken as a monolingual language that was restricted to Britain with its domain of influence (Baugh & Cable, 2013). Furthermore, its use was limited to the native speakers within specific geographical boundaries. However, due to globalization and its adoption as a second or foreign language in several countries, today the language is spoken all over the world, including among non-native speakers with various dialects and proficiency levels (Crystal, 2003). It has served as a means of communication for maintaining both national and international relationships across various fields, including business, economics, research, publication, and the transfer of information and technology (Williams & Burden, 1994). This suggests that having adequate proficiency in the English language is important for participation in international affairs.

English language proficiency has also become an important prerequisite for employment and career development. In today's highly competitive international job market, individuals with strong English language proficiency are more likely to access superior employment opportunities and achieve professional advancement. As Graddol (2006) states, English proficiency is a prerequisite for high-status roles in global organizations, multinational businesses, and emerging industries. Therefore, the language plays a significant role as a means of communication and should be taught in schools because it enables learners to achieve a high level of competence in the language (Coury & Carlos, 2001).

Nowadays, in Ethiopia, there is a growing need among people to develop strong knowledge and skills in the English language. This is mainly because English is widely used for international communication in key areas like education, diplomacy, technology, tourism, and international relations (Parupalli, 2019). As a result, proficiency in English has become increasingly essential not only for individual advancement but also for the country’s broader economic growth. It enables people to access global knowledge,

participate in international markets, and engage with modern technological developments. English proficiency also facilitates access to academic learning, research and professional opportunities, which are critical for innovation and capacity building. English language plays a significant role in enhancing human capital and supporting sustainable social and economic development in Ethiopia (Kitaw, 2017; MoE, 2020).

In the same way, the English language plays a vital role as a key means of communication in many areas of everyday life. It is widely used not only in public institutions such as airlines, banks, telecommunications, and industries, but also on social media platforms, in research centers, and in global information networks (Telore & Damtew, 2023). As a result, its position extends beyond simple communication to include access to education, employment, and technological advancement. Therefore, given its significance at both national and international levels, it has become increasingly essential to strengthen language education systems so that individuals can develop strong English language skills, participate effectively in global interactions, and compete successfully in an increasingly interconnected world.

Regarding the introduction of the English language into the modern Ethiopian education system, various sources indicate that English was introduced into the Ethiopian education system in the early 20th century and gradually became the dominant foreign language and medium of instruction following post-war educational reforms (Berhane, 2019; Pankhurst, 1976; MoE, 2020). For some decades before the Ethio-Italian War (1935-1941), English was used as a medium of instruction competing with French language. According to Pankhurst (1976), as cited in Daniel (1998), English and French were used as languages of instruction in primary schools before the Ethio-Italian War from the late 1920s to 1930s. Examples of some schools include those founded in Gore Teferi Mekonen School (1928), Dire Dawa (1929); Nekemte (1929). The establishment of these schools and the growing awareness of English-speaking people in some parts of Ethiopia played a significant role in the advancement of the language. Furthermore, Britain's victory in World War II, the presence of British delegations in Ethiopia, and the shift of France to Italians were the landmarks for the adoption of English as a medium of instruction in the Ethiopian education system (Alemu 2004; Abiy, 2005; Brown et al., 1988).

However, efforts to expand modern education were disrupted by the Italian occupation from 1935 to 1941, resulting in a significant negative impact on the development of education in Ethiopia (Tefera, 1996). During the fascist occupation, schools were either repurposed as military camps or closed altogether (Negash, 2006). During this period, the Italian language replaced the French language as the language of instruction and administration. The language was used in all government organizations, and most schools were operated by the Catholic Mission, which emphasized religious teaching of the Italian language and culture. However, the language did not serve for more than five years in educational settings because the Italians withdrew from Ethiopia in 1941, and it was replaced by the English language (Berhane, 2019).

The advancement of modern education following the Ethio-Italian war has accelerated considerably, leading to the emergence of English as the dominant foreign language in Ethiopia (Berhane, 2019; Pankhurst, 1976). Significant emphasis has been placed on English within the Ethiopian educational system. It is taught as a subject starting from primary school and also functions as the medium of instruction for various subjects such as biology, chemistry, economics, and history, at both secondary and higher education levels (Kitaw, 2017).

In addition, by the time students complete their higher education, they are expected to be proficient in speaking, reading, and writing English. This level of proficiency enables them to use the language effectively and gives them wider opportunities to access information and secure employment in different fields (Pashaie & Khalaji, 2014). The purpose of teaching English as a foreign language is primarily to help students cope with their academic work, which involves extensive listening, reading, writing, and some speaking in English (Atkins et al,. 1995). Hence, students are expected to develop practical communicative skills that enable them to become proficient in the English language and create opportunities in the international market.

Considering the diverse contributions of the English language to social, economic, and cultural progress at both national and international levels, a significant shift has been occurred in the way it is taught. Since the introduction of the new education policy in 1994

(Desta et al., 2009; MoE, 2020, P.1), teaching has gradually moved from teacher-centered teaching methods to student-centered approaches. The main objective of this change has been to enable students to actively learn and practice the language, as well as to enhance their understanding by constructing their own knowledge (Tesfaye & Behan, 2015). Furthermore, because English is used as a medium of instruction from elementary to tertiary levels in Ethiopia, it is important to address the quality, relevance, equity, and efficiency of language education (MoE, 2020).

Progressively, numerous advancements in language pedagogy have been implemented, leading to ongoing changes in teaching and learning approaches. For example, Tesfaye and Behan (2015) reported that one of these changes was the shift from the traditional teacher-centered teaching methods to active learning approach. This shift became necessary because the teacher-centered teaching methods did not adequately help learners understand their surroundings or actively engage in complex, real-life situations. The Ministry of Education also indicates in this policy that the poor mastery of English at all levels of the education system is a serious problem, which the Ethiopian government is determined to resolve (MoE, 2002). As a result, several changes were introduced in the curriculum, especially in the area of English language education, through the adoption of an active learning approach (Kitaw, 2017).

Following the introduction of the new education policy, significant reforms were made to the curriculum. These reforms emphasized a learner-centered and problem-solving approach that aimed to make education more relevant, practical, and supportive of effective pedagogical practices (MOE, 2020, p. 13). The shift from an objective-based curriculum to a competency-based and active-learning orientation model encouraged the development of critical thinking, practical skills, and active student participation in the learning process. By adopting active learning strategies, the policy sought to create meaningful classroom interactions and improve learners' ability to apply knowledge in real-life situations. As a result, the curriculum became more conducive to effective teaching and learning practices that support the overall development of students. For example, the MoE (2020) states that:

> *The general education curriculum framework promotes the implementation of active learning and learner-centered approach in the teaching and learning process. It emphasizes the need for active and personalized learning, problem-solving activities, meaningful and purposeful learner engagement, and interaction between teachers and students. Furthermore, it highlights the importance of negotiation in learning, where learners actively participate in constructing knowledge, and the development of self-directed and independent learning skills (MoE, 2020, p. 24).*

The above statement demonstrates that significant emphasis is placed on the practical application of active learning, particularly in language education. In this context, students are expected to develop language skills more effectively by actively engaging in interactive tasks, collaborative activities, and real-life problem-solving situations. Such an approach shifts the focus from teacher-centered instruction to a more participatory and student-driven learning environments.

Accordingly, the revised secondary school syllabus (a teacher's guide for grades 9-12) states that the new students' textbook is designed based on the practical implementation of active learning and a competency-based approach (MoE, 2020). The syllabus also emphasizes that it is designed to guide the production of quality textbooks that will inspire confidence and develop teachers' competence enabling them to use a broader range of active learning approaches in their teaching. Additionally, the students' textbook incorporates different activities that require close interaction among students and with their teacher in various settings, both in and out of the classroom. These activities include pair work, discussions, debate, discovery learning, role-playing, and others.

In line with these curriculum reforms, new education and training opportunities were introduced for teachers at different stages of professional development, including pre-service training, in-service training, and the (PGDT) program in Ethiopian teacher education institutions (Geberew, 2017; Workneh & Tassew, 2013). One of the major objectives of these programs was to improve teachers' competence in English Language Teaching and strengthen their ability to implement active learning approaches effectively in the classroom. Well-trained teachers are essential for the successful implementation of competency-based and learner-centered education because they play a central role in facilitating student engagement and improving educational quality. As Mekonnen (2008)

noted, strengthening teacher qualifications through continuous professional training significantly contributes to enhancing the quality of education.

In addition to the introduction of new policies, revisions to the educational curriculum, teacher training, and new instructional approaches, teachers' pedagogical beliefs about the subject matter are key factors in its proper implementation. There is an increasing acknowledgement that the beliefs an individual teacher holds are the best indicator of the decisions they make in their daily classroom practices (Jones & Fong, 2007; Poynor, 2005; Yook, 2010). There is also a growing focus on studying the connection between teachers' beliefs and their classroom instructional practices. For example, Pajares (1992) summarized various studies on teachers' beliefs and highlighted a significant relationship between these beliefs, their instructional planning, teaching decisions, and classroom practices.

Furthermore, there is a growing aspect of literature demonstrating that teachers' beliefs can affect their classroom practices. As Johnson (1992) notes, beliefs have cognitive, affective, and behavioral components, and they influence what teachers feel, know, and practice. In this sense, teachers' pedagogical beliefs play a significant role in their classroom practices. Borg (1999) argued that since beliefs are cognitive and affective, they can sometimes be conflicting. Hence, teachers may struggle to accept new approaches if these conflict with existing beliefs. This indicates that teachers' pedagogical beliefs are not neutral and can shape what is going on in actual classroom instructions. This is because they influence teachers' actions, emotions and thinking and affect the instructional choices, classroom practices and student interactions.

Therefore, understanding teachers' pedagogical beliefs about active learning and their actual classroom practices is important for improving the quality of education and enhancing students' learning outcomes, particularly in ELT classrooms. Furthermore, such understanding can help identify gaps between teachers' beliefs and practices, as well as contextual factors that may influence the effective implementation of active learning strategies. The following section presents a brief overview of the statement of the problem, drawing on relevant international and national studies related to the research topic.

1.2 Statement of the Problems

It is evident that when students are actively engaged in the teaching and learning process both inside and outside of the classroom, they are more likely to develop strong critical thinking skills and problem-solving abilities. As Nardos (2000) notes, active learning is likely to be enjoyed, which offers students opportunities for progress and reflective thinking rather than passive reception of information. Students become critical thinkers when they actively engage, question, and relate knowledge to real-life contexts instead of memorizing facts (Freeman et al., 1998). This concept reveals that when students actively take part in the teaching and learning process through discussions, problem-solving activities, and critical thinking skills, they are able to analyze facts, evaluate various perspectives, and construct their own understanding. Active participation not only deepens students' understanding of the subject matter but also fosters their independent learning and collaboration skills (Nardos, 2000).

In this regard, active learning serves as a critical facilitator for the effective teaching and learning process by actively engaging students in collaborative working to bring the desired behavioral changes. Various studies and evidence indicate that such engagement improves students' academic achievement, critical thinking and lifelong learning skills. It also shifts them from passive recipients of information into active participants in the learning process (Johnson et al., 1998; Olkaba et al., 2019).

In response to these pedagogical advantages, the Ethiopian Ministry of Education has introduced several reforms aimed at promoting the active learning approach. These include the Education and Training Policy (1994), the Teacher Education System Overhaul (TESO, 2003), the Education Sector Development Program IV (ESDP III) 2005/2006-2010/11 frameworks, The Education and Training Policy and its Implementation 2015, the General Education Curriculum Framework (2020) and the Ethiopian Training Policy(2023). These reforms consistently emphasize active learning approach as a central instructional strategy intended to shift classrooms instructions from teacher-centered methods towards learner participation and competency development. The 2020 curriculum framework further explains that the most significant change it introduced was a shift from an objective-based curriculum development model to a competency-based approach. It also

highlights the use of active learning as a key tool for achieving the intended reforms. In line with this idea, (Dereje et al. 2007; Zehie 2009) noted that the active learning approach has become a widely emphasized concept among Ethiopian educators.

To facilitate these reforms, teachers have been provided with both short and long term professional development opportunities at various levels such as Postgraduate Diploma in Teaching (PGDT) program (Kitaw, 2017; Workneh 2013). The main objective of this training was to qualify teachers in the field of English Language Teaching (ELT) and enhance their proficiency in implementing the active learning approach. This initiative was designed to enhance teacher capacity in facilitating interactive, student-centered learning environments. It was also designed to promote meaningful interaction between teachers and students, among students themselves, thereby fostering collaborative learning, critical thinking skills, and greater student engagement in the classrooms.

However, despite educational reforms and teacher training initiatives promoting active learning, empirical evidence and classroom observations indicate that instructional practices in many secondary schools remain largely teacher-centered teaching methods. Teachers continue to rely heavily on lecture-based approaches, with limited student engagement and participation. This inconsistency highlights a significant implementation gap between curriculum expectations and classroom reality. Previous studies (e.g., Assefa et al., 2022; Hiruy & Melesse, 2022) further confirm that this gap persists across different educational contexts in Ethiopia. Such gap may be related to teachers' attitudes, beliefs, perceptions, and understanding of the active learning approach, which can significantly shape classroom instructional practices. Furthermore, although active learning has been widely promoted in ELT classrooms, research examining on English teachers' beliefs regarding this approach and how these beliefs are enacted in classroom practice remains limited.

Therefore, this highlights a significant research gap regarding the relationship between teachers' beliefs and their actual classroom practices in implementing an active learning approach in ELT classrooms. From this and other perspectives, the researcher sought to investigate EFL teachers' pedagogical beliefs about active learning approaches and their actual classroom practices, with grades 11 and 12 in focus. Understanding this relationship

is important since teachers' pedagogical beliefs shape their classroom practices, which in turn affect students' participation, learning outcomes, and effective implementation of the curriculum. The study also intended to examine the contextual factors that challenge teachers in implementing the approach in ELT classrooms.

Various studies have been conducted on related issues in both international and local contexts at different grade levels from upper primary to tertiary education, but not in the current study context. In abroad, for example, Rahman et al. (2022) conducted a study in Oman to investigate EFL teachers' perceptions of the impact of active learning on classroom practices. The results of the study indicated that despite the fact that active learning has been implemented for years in the education system, most teachers still mainly use the traditional teacher-centered methods. In addition, Surachai (2020) conducted research in Thailand to investigate secondary school EFL teachers' perceptions and practices regarding the implementation of active learning. The findings revealed that teachers generally held positive perceptions of active learning. However, the classroom observations and interviews also identified several factors that hinder the effective implementation of active learning. These included large class sizes, limited teaching and learning materials, students' lack of motivation and interest, and time constraints.

Another researcher, Tuan (2021), in Vietnam, conducted a research to assess secondary school EFL teachers' perceptions of implementing active learning in reading classroom. The study aimed to examine the active learning strategies used by teachers in reading classes and to investigate their perspectives on the role of active learning in teaching reading. The results indicated that participants held positive beliefs regarding the importance of active learning in developing reading skills. They also believed that engaging students in active learning activities enabled them to enhance their critical thinking and problem-solving abilities. Other studies in the same area (Devira, 2020; Feldhacker, 2022; Friday, 2016; Kheladi, 2021) found that although teachers perceived active learning positively, they failed to implement the approach effectively.

There have also been some local studies conducted on related issues (Amare & Dagnew, 2013; Fasil, 2020; Kitaw, 2017; Menistie, 2023; Milkesa, 2019; Mulatu & Bezabeh, 2018; Tadesse et al. 2024; Taye, 2008; Tesfaye & Berhanu, 2015; Yenyet, 2021). For

example, Amare and Dagnew (2013) examined teachers' perceptions, classroom practices, and the challenges associated with the utilization of active learning in Ethiopian secondary schools. Their findings revealed that although teachers generally held positive attitudes toward active learning, its actual implementation remained unsatisfactory. Several contextual factors were identified as barriers, including students' weak academic backgrounds, overcrowded classrooms, and a shortage of essential teaching materials. These findings highlight the persistent gap between teachers' positive perceptions about active learning and the realities of classroom practice.

Kitaw (2017) also conducted a study to assess the implementation of the active learning approach in teaching English language support courses to first-year university students in some Ethiopian universities. The results of the study revealed that teacher and student interaction did not adhere to the principles of active learning classrooms. Another researcher, Zewdu (2017), conducted research to explore teachers' practices and challenges in implementing an active learning approach at Wolaita Sodo University. The interactions between teachers and students in EFL classes did not align with the principles of active learning. The main factors hindering the implementation of this approach included students' lack of interest, limited instructional time, teachers' lack of commitment, and students' diverse interest.

Furthermore, Yenyet (2021) conducted a study to assess the challenges of implementing an active learning approach in the Amhara Region Police College. The findings revealed that teachers' classroom instruction was not aligned with the principles of active learning because of different contextual factors. These included large class sizes; limited instructional time; teachers' lack of commitment; students' low language proficiency; and a shortage of instructional resources that significantly hindered the effective implementation of the approach. Similarly, Tadesse et al. conducted a study to examine the challenges that EFL teachers face when implementing active learning strategies in the Sidama Region. The results of the study indicated that unfavorable classroom conditions, a lack of teaching and learning materials, large class sizes and a shortage of time were the major factors impeding the practice of active learning. Moreover, teachers' continued

reliance on traditional teaching methods was identified as a significant challenge affecting the successful implementation of the approach.

Another researcher, Mogos (2007), conducted a study in Gondar on the techniques practiced by ELT teachers in implementing active learning strategies in upper primary schools. The findings of the study indicate that limited class time, the difficulty of applying active learning in large class sizes, and the lack of adequate teaching materials were major challenges. Likewise, Melese et al. (2009) investigated the practice of the active learning approach in upper primary schools in Ethiopia. The results revealed that although teachers attempt to implement the approach, their efforts are insufficient due to large class sizes, time constraints, and a lack of adequate resources.

Menistie (2023), in governmental primary schools in Woldia Town, North Wollo, conducted a study to investigate the practices and challenges of implementing the active learning approach among teachers trained under the old curriculum and those trained under the new curriculum. The findings revealed differences in perceptions regarding the use of the approach between the two groups. Teachers and students preferred the lecture method, and a lack of teaching materials with limited instructional time was identified as a major challenge to implementing the approach.

Other researchers (Biniyam, 2014; Milkesa, 2019) have conducted studies in similar areas. The findings reveal that the implementation of the active learning approach faced significant limitations due to a range of contextual factors. These factors include students' diverse interest and varying levels of motivation, low proficiency in the target language, and the dominance of high-achieving students during class discussions. Large class sizes, fixed seating arrangements, and a shortage of teaching materials have also exacerbated the issue. Additionally, the lack of capacity-building opportunities, such as ongoing professional development for teachers to provide strategies for implementing interactive learning, has further contributed to the problem.

The current study is different from previous research in several ways. First, most of the studies mentioned earlier were carried out at the university, college, or primary school levels. However, the use of the English language at the Ethiopian secondary school level is

slightly distinct from those contexts. For example, in secondary school, English is the dominant language used for teaching most subjects. As students develop their English proficiency, a gap could develop between the linguistic demands of different subject areas and their language abilities. At elementary schools, however, students largely use their mother tongue as the medium of instruction, and English is taught primarily as a subject rather than as a tool for learning other subjects. Conversely, at the university or college level, students are expected to have adequate English language proficiency, and teaching is more academically and professionally focused, with greater emphasis on independent learning.

Second, most of the previously mentioned studies have succeeded on studying teachers' practice of active learning approach, students' classroom interaction, and the challenges associated with implementing the approach. The studies have generated helpful findings regarding the factors that influence the achievement of intended goals within different contextual factors. However, while existing studies have extensively examined classroom practices and implementation challenges, there is still limited empirical attention to teachers' beliefs about active learning and how these beliefs relate to their actual classroom practices, particularly at the secondary school level, grades 11 and 12. Moreover, the extent to which teachers' beliefs align with or diverge from their instructional practices remains underexplored in this context.

This gap is significant because understanding the pedagogical belief and practice relationship is essential for explaining why educational reforms fail to translate into classroom realities. Without examining this relationship, it remains difficult to determine whether implementation challenges are primarily due to external constraints, internal teacher cognition, or a combination of both. Third, most of the previous studies typically used either quantitative or qualitative methods, rather than mixed methods. As a result, they lacked the complementary data required to fully address the variables under investigation.

In general, although some related issues have been explored, further investigation into this topic remains essential to gain a deeper understanding of current English language teaching and learning contexts. Such an understanding can provide valuable insights into how

teachers implement active learning approaches in EFL classrooms and how these approaches influence students' engagement and achievement. Moreover, examining teachers' beliefs about active learning may help identify potential barriers and factors that affect the effectiveness of language teaching in diverse classroom settings.

Therefore, this study aimed to investigate English language teachers' beliefs about active learning and their classroom practices in Grades 11 and 12, and to examine the alignment or mismatch between these beliefs and practices. In addition, the study sought to identify the contextual factors that influence the implementation of active learning in English language classrooms. Accordingly, the study addressed the following research objectives.

1.3 Objectives of the Study

The study incorporated both general and specific objectives

1.3.1 General Objective of the Study

The general objective of this study was to investigate secondary school English language teachers' pedagogical beliefs about the active learning approach, their classroom practices, and the contextual factors that challenge the implementation of the approach in ELT classrooms.

1.3.2 Specific Objectives

The specific objectives of this study were to:

- investigate secondary school English teachers' beliefs about the implementation of the active learning approach in ELT classes;
- assess the extent to which EFL teachers practice active learning in ELT classes;
- examine the alignment between teachers' beliefs and their classroom practices regarding active learning; and
- identify contextual factors affecting the implementation of the active learning approach in ELT classes.

1.4. Research Questions

- What pedagogical beliefs do secondary school English language teachers hold about the active learning approach?
- To what extent do EFL teachers practice active learning approach in ELT classrooms?
- To what extent do teachers' beliefs about the active learning approach align with their actual classroom practices?
- What are the major challenges affecting the implementation of active learning approach?

1.5. Significance of the Study

The findings of this study have the potential to provide educators and other stakeholders with valuable insights into secondary school EFL teachers' pedagogical beliefs about active learning approaches and their classroom practices. These insights can enhance understanding of the potential gap between teachers' beliefs and their actual instructional practices in ELT classrooms. Such understanding can also assist policymakers and curriculum developers in recognizing the combined influence of teachers' pedagogical beliefs, classroom practices, and other psychological and educational factors when designing curricula and instructional materials. In addition, the findings can inform the development of targeted professional development programs and support mechanisms that enable teachers to effectively translate their pedagogical beliefs into meaningful classroom practices.

Moreover, supervisors and school leaders can gain a deeper understanding of how EFL teachers perceive and implement active learning approaches in their classroom settings. This understanding can help them provide informed and constructive feedback that supports the improvement of instructional practices. Furthermore, the findings can promote stronger collaboration and active engagement among educational stakeholders in creating supportive and resource-rich learning environments, thereby enhancing teaching quality as well as students' academic achievement and classroom engagement.

The study also identifies key factors that hinder the effective implementation of active learning approaches in ELT classrooms and suggests possible strategies for addressing these challenges. In particular, it highlights issues related to inadequate instructional materials and limited academic support systems. Addressing these challenges can contribute to creating more conducive learning environments that enhance students' English language proficiency.

Furthermore, the findings can contribute to the field by providing useful guidance for syllabus designers and curriculum developers in selecting, adapting, and implementing active learning strategies that accommodate students' diverse learning needs and instructional contexts. Finally, the findings can serve as a valuable reference for researchers who intend to conduct further studies in this or related areas, thereby contributing to the advancement of knowledge in the field.

1.6 Scope of the Study

This study focused on investigating EFL teachers' beliefs about the implementation of the active learning approach in ELT classrooms and examining their classroom practices. It also sought to identify the major contextual factors that hinder the implementation of active learning in English language classrooms. Geographically, the study was delimited to 15 public secondary schools located in the North Shoa (Salaale) Zone of the Oromia Regional State. The participants consisted of EFL teachers who taught grades 11 and 12 in these schools. Accordingly, the findings of the study are interpreted within this geographical and educational context.

In terms of participants, the study was limited to EFL teachers. Although the implementation of active learning involves the interaction of multiple stakeholders—including students, school leaders, supervisors, and teachers of other subject areas—these groups were beyond the scope of the present study. Similarly, the study was confined to secondary school teachers and did not include EFL teachers working at the primary, preparatory, or tertiary levels.

Methodologically, the study employed a descriptive research design using a mixed-methods approach to obtain both quantitative and qualitative data. The investigation

focused specifically on teachers' beliefs, their reported and observed classroom practices, and the contextual factors affecting the implementation of active learning. Consequently, issues beyond these variables, such as students' learning outcomes, curriculum evaluation, teacher training programs, and school-wide instructional policies, were not examined. Therefore, the findings should be interpreted within the boundaries of these delimitations.

1.7 Limitations of the Study

This study had some limitations that should be considered when interpreting its findings. First, the study was limited to 72 secondary school EFL teachers who taught grades 11 and 12. A more comprehensive investigation would have benefited from the inclusion of a broader range of stakeholders, such as teachers from other grade levels, students, school administrators, educational experts, and parents, to obtain more diverse perspectives. However, these groups were not included due to constraints related to distance, accessibility, time, and security issues in some locations. Furthermore, the relatively small sample size and its focus on a specific educational level may limit the representativeness of the findings. Therefore, the findings should be interpreted with caution and cannot be generalized to all secondary school teachers or other educational contexts.

Second, although the study employed multiple data collection instruments, it was difficult to comprehensively capture all dimensions of teachers' pedagogical beliefs about active learning and their actual classroom practices within the available time frame. A longitudinal design or repeated classroom observations over an extended period could have provided a deeper understanding of the relationship between teachers' beliefs and their classroom practices.

Finally, some of the data were based on teachers' self-reported responses, which may have been influenced by social desirability or response bias. Consequently, the reported beliefs and practices may not have fully reflected teachers' actual classroom behavior.

1.8 Definition of Key Terms

Active Learning: various scholars use different terms to refer to "Active Learning" although most of their descriptions are based on Bonwell and Eison's (1991) views that active learning includes different teaching techniques. For example, Slavin (2014) defines active learning as an instructional approach that focuses on "how students learn" rather than "what they learn" and engages them in the learning process. That is, learning means engaging actively and students can learn through different means of learning processes. Besides, Carr et al. (2015) refer active learning is a process whereby students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor-directed tasks and activities (P.15).

Despite variations in terminology, most scholars have attempted to address the fundamental questions of what and how language is taught and how students acquire knowledge through different learning approaches. Therefore, this study adopts a similar understanding of the scope and purpose of these terms, emphasizing the teacher's role in facilitating an environment where students are actively engaged in the learning process.

Contextual Challenges: Contextual challenges refer to the environmental, psychological, and social conditions within school settings (Borg, 2003). In other words, they encompass the teaching contexts and circumstances under which teachers work, as well as the challenges they encounter during classroom instruction. In this study, contextual challenges are considered as the environmental factors that significantly hinder the effective implementation of active learning approaches in ELT classrooms. More specifically, these challenges include teacher-related, student-related, resource-related, and administrative factors.

Teachers' Beliefs: Different scholars define 'teachers' beliefs' based on their personal experiences to describe identical or different concepts. For example, Li (2012) stated that teachers' beliefs as a key role in language teaching, which can help teachers make sense of the world, influence how new information is understood, and determine whether it is accepted or rejected. For the purpose of this study, the term 'teachers' beliefs' is used to refer to EFL teachers' understanding and expectations regarding the importance of

implementing the active learning approach for students' effective English language learning and how these beliefs are reflected in their actual ELT classroom practices.

1.9 Organization of the Study

This thesis contains six chapters. The first chapter provides a general introduction to the study. The second chapter reviews relevant literature and presents the theoretical framework that underpins the study. Chapter three focuses on the research methodology, including the research design, study setting, sample size and participants, data collection instruments, and data analysis procedures. In addition, this chapter discusses the pilot study conducted and the key insights obtained, which enabled the researcher to refine the data collection instruments and improve the overall procedures used in the main study. The fourth chapter presents the analysis of the main study, along with its results. Chapter five discusses the major findings in greater depth, and the final chapter, chapter six, provides a summary of the study, conclusions, implications, and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter reviews the literatures relevant to the objectives of the study. It begins by defining the concept of the active learning approach, including its historical development, its significance for the students' language learning, and the role of the teacher in active learning classrooms. The chapter then discusses the educational theories that underpin the active learning approach, including behaviorist, constructivist, and social constructivist theories of learning. The discussion also encompasses the main teaching strategies used in active learning and highlights the experience of some countries in implementing the approach. Next, the practice of active learning and teachers' training policy in Ethiopia are explored, along with the major challenges in implementing active learning within the Ethiopian contexts. The chapter also addresses concepts related to teachers' beliefs, teachers' education programs, the relationship between teachers' beliefs and classroom practices, teachers' classroom practices, and contextual factors. The conceptual framework is presented as the final section of this chapter.

2.2. The Concept of Active Learning Approaches

According to Sivan et al. (2000), active learning is neither a new concept nor clearly defined, meaning there is no universally agreed-upon definition of it. For this reason, different terms were used by different scholars; however, all were related to each other. Active learning is a process that provides opportunities for the students to react, analyze, evaluate, synthesize, and communicate on the presented information (Machemer & Crawford, 2007). That is, learning means, by its nature, engaging actively, and students can learn through different means of learning processes. They are actively involved in the lesson, i.e., they do things by themselves, such as discovering, processing, and applying knowledge. Active learning is a broad range of teaching strategies that engage students as active participants in their learning during class time with their teacher (Tadese, 2024). That means teachers should demonstrate reflective practices for the students, and students

are required to participate in meaningful learning activities and think about the things they are engaged in.

The concept of the active learning approach is connected with Confucius's ideas that "I hear, and I forget; I see, and I remember; I do, and I understand" (Agbatogun, 2014). This implies that when students are involved in performing something by themselves, they have the opportunity to understand it in a better way. They are actively engaged in constructing knowledge rather than passively receiving what one teaches them. They do the given activities with an active mind, which helps them to exercise problems using their higher-order thinking, like analyzing, organizing, synthesizing, and evaluating. Thus, it is very crucial in the process of teaching and learning.

According to Dewey (1938), active learning has three features: knowledge, learning, and teaching. Knowledge is an individual experience that is organized and constructed through learning. On the other hand, learning is the acquisition of knowledge and skills through individual experience. It comes not only from texts or teachers. Teaching includes facilitating learning contexts that engage students to acquire knowledge through active involvement in the learning process. As Gautama (2000) stated, active learning is based on two assumptions: learning is an interactive activity, and different students learn in different ways.

Studies indicate that in traditional teaching methods, the teacher possesses knowledge and the students passively receive the knowledge: the teacher talks and the students listen. However, Chickering and Gamson (1987) argue that students should do more than listen; they must engage in activities such as reading, writing, discussing, reflecting, and problem-solving. To be actively engaged, students must be involved in higher-order thinking activities such as analyzing, synthesizing and evaluating. Within this context, an approach that promotes active learning can be defined as an instructional activity that necessitates students to do things and reflect on what they are doing.

Freeman gathered the definitions of active learning approach from more than 300 participants by attending on different active learning seminars and arrived at a consensus

that emphasizes students' use of higher order thinking skills to engage activities through class discussion in class (Freeman et al., 1998).

In general, learning is not a passive activity like watching a sport. Students rarely learn much merely by sitting in a classroom, listening to a teacher, memorizing information, and expecting answers. They need to talk about what they are learning, write about it, communicate it with their past experiences, and apply it to their daily lives. Therefore, teachers are expected to support learners by involving them in reading, writing, discussion, and engaging activities that promote critical-thinking and problem-solving abilities.

2.2.1 Historical Background of Active Learning

The origin of the active learning approach goes back to the early 20th century. Education was no longer viewed as a stationary activity based only on listening, but instead it moved from a stagnant to a dynamic process involving teacher and student interaction (Montessori, 1912). She described a teacher as someone who monitors and guides students to learn actively through discovery. In the United States**,** Dewey (1916) stated that teachers and textbooks are not the only instruments from which students can learn. Instead, learning can begin with the teacher and textbook but next incorporates the whole body and the experience as sources of information. Furthermore, Dewey (1924) added that learning is an "activity personally conducted affair," and therefore, learners should be involved in learning activities in the classroom that represent real-life situations.

Dewey (1938) argued that conducted further research on traditional classroom settings and argued that they did not adequately serve individual learners. As an alternative, he encouraged that students should be actively involved in the classroom with tasks. Dewey's "*Social Learning Theory*" laid the foundation for today's concept of "active learning." According to his view, learning is a social process in which students obtain knowledge from one another through active engagement and discussion.

Furthermore, British philosopher Ryle (1945) discovered how students can learn and suggested that active learning is essential to learning new skills. According to Ryle's designation, there are two types of knowledge: declarative (knowing something) and procedural (knowing how to do something). Real knowledge can be acquired through

reading and listening, while meaningful learning comes from practicing something rather than just knowing it. As well, procedural knowledge comes from performing.

Piaget (1973), a Swiss psychologist and educational theorist, rejected traditional teacher-centered learning. He argued that learning is an activity process based on students' experiences with the objects and events around them; that is, they connect new experiences with earlier knowledge. What teachers present in the classroom may not always be accurately received or understood by students. According to Piaget's ideas, four principles are essential for the students' effective learning. Students must build their own knowledge to make it more meaningful; they must learn best through active involvement with concrete resources; they learn best in a student-centered and cooperative learning environment; and this environment plays a significant role in their learning process. The learning theory of constructivism, which signifies that learning, occurs when students interact with the new information to make meaning from it, which developed from Piaget's work (Ryan & Cooper, 2007).

Vygotsky (1978), a Russian educational psychologist, studied the cognitive development of children and argued that acquiring knowledge is a social process. He theorized that learner's progress through a zone of proximal development that emphasizes what they can already do and what they are almost able to do. For most learners, their zone of proximal development is dynamic because of their learning and becoming proficient in new areas and skills. They acquire this knowledge either from their teachers or from peers through collaborative learning and then internalize it through active engagement.

Generally, as research on how students learn and how best to facilitate that learning has expanded since the 20th century, the emphasis has shifted from a teacher-centered methods to an active learning approach.

2.2.2 Significance of Active Learning for Student Learning

The existed evidence reveals that teaching students through an active learning is more effective for promoting students' effective learning than a teacher-centered approach. In a study which involved student-centered methods and emotional literacy in group-work, Lea et al. (2003) observed a significant increase in the students' attainment of knowledge. As

Carr and Hagel (2015) argue, active learning is significant in enhancing students' interest and responding to various types of their learning styles. According to their arguments, the significance of the active learning approach relies on two fundamental expectations: learning needs effective engagement by its nature, and different people learn through different ways of learning strategies. On the basis of these notions, the scholars comprehended their arguments that students can learn by doing, and a teacher who depends exclusively on any instructional approach usually fails to assist the students' learning in better ways.

The active learning approach encourages the students' learning through different learning styles, which has been acknowledged by several studies (Silberman, 1996). According to principles of learning style, some students are visual; they learn by sequencing of information. They like to learn through writing down what teachers tell them and prefer silent classrooms. Conversely, the auditory learners do not depend on what the teacher does or take notes; rather, they rely on their ability to hear and remember. Kinesthetic learners can also learn through direct participation. They tend to move about and do. Therefore, the active learning approach creates the most important match for students with different learning styles.

According to the findings of different studies, active learning contributes many significant for students' language learning. A study conducted by Sivan et al. (2000) at Hong Kong Polytechnic University investigated the importance of implementing active learning on undergraduate students' learning outcomes. The findings of the study reveal that implementing active learning such as discussion, role-play, and library exercise has a significant advantage in enhancing students' critical thinking and problem-solving abilities. Moreover, it creates strong student' engagement and self-regulated characteristics, which the researchers aimed to develop the learning qualities. As Woon and Kember (2000) state, active learning helps students to develop their high critical-thinking and problem-solving abilities, which is important to assist them in handling the changing roles that they encounter with regard to their future professional careers.

Another study conducted by Freeman et al. (2014), revealed that active learning enhances students' academic achievement. Students in active learning classrooms scored higher on

exams and had lower failure rates compared to those in lecture-based settings. Yuen and Hau (2006) in their studies also state that practicing an active learning has many benefits in comparison to teacher-centered methods.

First, knowledge that is gained through active learning is more effective with regard to generating and retaining the knowledge. Second, active learning requires ample time for the students to think about and to construct their own knowledge. It creates situations for processing information and associating the previous knowledge with the new one. Third, it significantly boosts student engagement. As Prince (2004) states, activities such as group discussions and problem-solving activities encourage students to take a more active role in their education, which is closely connected to better learning outcomes and improved motivation. It fosters dynamic and interactive classroom settings by necessitating students to actively engage in their education.

Active learning is more effective than the teacher-centered approach because students acquire knowledge and skills through practicing and reflecting rather than by simply observing or listening (Felder, Woods & Rugarcia, 2000). Learners who are engaged in different forms of active learning classes show more competence in their learning abilities than those who are involved in teacher-fronted approaches (Kember & Leung, 2005).

Devira (2020) describes the educational benefits of the active learning for learners. It is more stimulating and effective in eliciting and sustaining learners' motivation. It is also effective in fostering many important learning skills that are involved in the process of organizing learning activities; offers opportunities for the students' learning progress; is less threatening than teacher talks; and helps students to achieve greater insight into the manner of learning activities through observing the performance of their peers.

In general, active learning approach has many benefits for students' learning and diversification if students are actively engaged in the learning process. It enhances their knowledge, critical thinking skills, and problem-solving abilities and engages them in a genuine learning process. Various studies also reveal that active learning is more advantageous than a teacher-centered, provided that the purpose of learning is to retain

knowledge for long-lasting and meaningful use in students' lives and to inspire their self-esteem learning.

2.2.3 Teacher's Role in Active Learning Classes

The active learning approach, by its nature, requires students to be primarily responsible for their own learning. However, this does not mean that the teacher's role is diminished in the language teaching and learning classroom. Rather, teachers are expected to assume various important roles to effectively facilitate the language learning process. The active learning emphasizes that teachers should acknowledge their role as facilitators of learning contexts rather than as mere transmitters of knowledge (MOE, 2020). It supports students' learning by encouraging them to take ownership of their learning (Freeman, 1998). Therefore, the teacher's role should shift from simply conveying information to creating a conducive learning environment and providing the care and support learners need to engage in collaborative learning, critical thinking, creativity, and problem-solving. In this context, the teacher's role involves guiding students, fostering supportive and comfortable learning settings that encourages independent discovery, monitoring their progress, and promoting social interaction among learners (Murphy, 1993).

The way teacher thinks about, comprehends and values instructions influences his/her practices. Therefore, the ultimate goal of "a good lesson" is not based on how the teacher performed but if the students learned (Lewis & Hill, 1999). That is, the role of the teacher is creating relaxed and enjoyable contexts, constructing learning activities that inspire students to work together, share their experience, and express further questions that they would like to challenge. Nilson (2010) described the role of the teacher as follows:

> *It used to be popular to say, "A good teacher is a good actor." It may be more appropriate to say, "A good teacher is a good director." A teacher sets up learning situations, gives direction, answers questions when asked, and allows students to learn. His/her success is measured by how well the students perform (Nilson, 2010: 187-88).*

From the above arguments, one can understand the role of the teacher is setting up activities and facilitating learning contexts that promote students to be engaged in the learning process. That is, in an active learning class, the ownership of learning should be

given to the students in contrast to the teacher-centered classroom. As Amenu (2005) stated, teachers should act as facilitators and resource persons since learning is self-initiated and involves the process of inquiry and discovery, and students are also responsible for evaluating their achievements.

The essential points that are involved in active learning classes are activities that are practiced in the process of teaching and learning. Many scholars have strictly characterized that teachers are supposed to play a crucial role in the implementation of these practices. In relation to this, Lue (2000) described that teachers' practice in active learning classes is to utilize classroom implementation that engages the learners to be active agents by analyzing and interpreting their knowledge through the use of their previous learning experiences, higher-order thinking skills, active learning, problem-solving, and communicative-based methods in their teaching.

On the other hand, teacher's role in traditional teacher-centered methods, teacher dominants most instructional process, and students remain passive listeners. As Napoli (2004) noted, in teacher-centered teaching methods teachers transmit their knowledge of the language to the students and students obtain what they hear. Such method of teaching considers the teacher as an all knowing and a resource of everything; while learners were considered as passive receivers (Harden &Crosby, 2000). The reason was that students were believed to be an empty vessel, which could be filled by all knowing teachers (Napoli, 2004). The only thing that students did was to respond a single word or phrase to their teachers when they were asked. For this reason, this method of teaching was called traditional approach or lock step teaching. Because students cannot use the language in a natural way and their role is restricted to respond to their teachers' questions, the students' communicative competence is very low (Alamirew, 1992).

In general, in order to implement active learning approach efficiently, teachers should know its underlying principles and develop an understanding of their roles. They are expected to offer their students the opportunities to practice in their work, and avoid narrating students what to do; instead they have to facilitate conditions for the students based on their interest and involve them to participate in activities that allow them to be involved in decisions

about their learning. The following table summarizes teacher's roles in active learning classrooms.

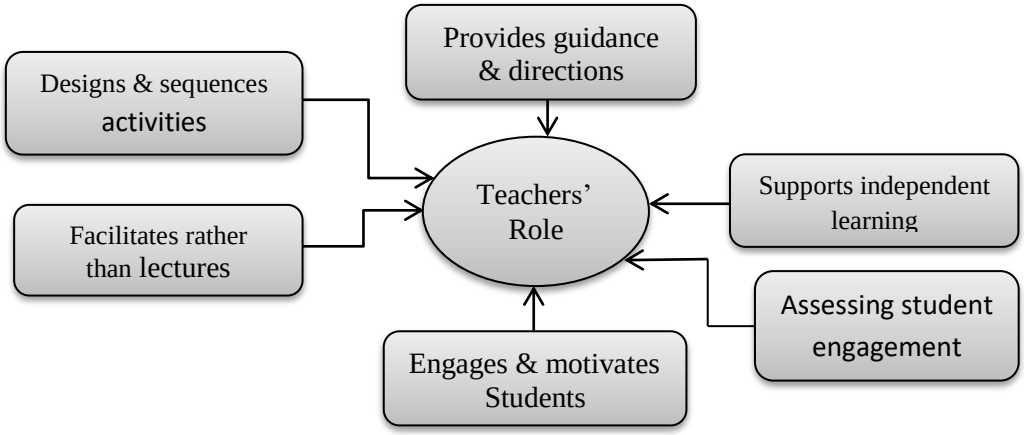

Figure 2.1: Teacher's Role in Active Learning Classrooms

The above table illustrates a significant shift in the teacher's role from controlling the teaching and learning process to facilitating effective learning environments that promote active learning, independent student learning, and meaningful engagements. In the traditional, teacher-centered teaching methods, teachers are primarily seen as authority figures that deliver the flow of knowledge, dictate the pace of lessons, and monitor learners' progress within largely passive learning environments (Harden & Crosby, 2000). Conversely, in active learning contexts, the teacher's role shifts from that of a controller to a facilitator (Bonwell & Eison, 1991; Prince, 2004). In this facilitative role, teachers help students engage more effectively by connecting learning activities to their prior knowledge and situating learning in authentic, real-world contexts.

Generally, the teacher is responsible for transitioning from being a more transmitter of information to a facilitator of effective learning environments, fostering a classroom culture where students actively engage with the material rather than passively receiving it. In this role, the teacher designs and sequences learning activities from simple to complex, supports students' understanding and promoting critical thinking. By fostering collaboration and reflection, the teacher encourages students to take ownership of their learning, facilitating independent and self-directed learning rather than relying on lecturing methods.

2.2.4 Students' Role in Active Learning Classes

The final measure of a successful lesson is not only how the teacher instructs students in the classroom, but also whether the students have engaged in teaching and learning process through taking responsibilities. In active learning classroom, the role of the students is to participate actively in the classroom instructions, and play an active and central role in constructing their own knowledge instead of remain passive recipients of information. They need to engage in discussions, share ideas, collaborate with peers, ask and answer questions, and take responsibility for their own learning. Students learn more when they are actively engaged, generating ideas and interacting with one another, not just receiving information (Chi, 2014). This active engagement helps them develop their critical thinking, problem-solving abilities, and communication skills. Through interacting with one another and the teacher, students are experienced to diverse a learning perspective that improves their understanding of the subject matter and advances their deeper learning. As Slavin (2003) argues, students' cooperation and peer interaction, enhance their understanding and encourage deeper learning through discussion, and experiences shareing.

Furthermore, students take accountability for their individual learning via being self-directed and reflective participation. They are interested to evaluate their learning progress, identify their strengths and weaknesses, and learn from their weakness. In active learning classrooms, students become more independent and encouraged, as they feel a sense of responsible and ownership over their learning process. According to Bransford et al. (1999) argument, students should analyze, evaluate, and apply knowledge through various activities, which helps them develop their critical thinking and problem-solving abilities.

To be active and participatory in the teaching and learning process, students are expected, as noted by Tudor (1993), to be aware of themselves as language learners. That is, they need to be aware of their motivation to learn the language, the amount of effort they are willing to put into classroom activities, and their attitudes toward both the language and the learning process. Students should be aware of their learning goals, meaning they need to understand the purpose behind learning the language. In addition, they need to understand their learning diversity, including various learning strategies, the effective use of learning materials, and the roles of different tasks in promoting language learning. They should also

be aware of the target language, including its form and function, as this awareness help them actively contribute in lessons and foster their knowledge of the target language.

Moreover, Silberman (1996) outlined the parts that students are expected to play in an active learning classroom. According to the scholar's idea, students should actively share their prior experiences, distinguish between learning objectives, and engage in inner speech to support understanding. They are also expected to take creativity, make selections and decisions about the activities they engage in, and participate in learning tasks based on their interests. Besides, they should take part in activity-based learning, employ teachers' feedback to improve their work, and reflect on their learning experiences, including the process and any challenges they face. These roles and responsibilities enable students to learn the language more meaningfully.

According to Pasigna (2003), in an active learning classroom, students are expected to fulfill three key conditions. First, students should develop positive interdependence; they need feel that they rely on one another to complete any assigned activities and that they "sink or swim" together. This can be encouraged through the establishment of common learning goals, as well as the sharing of materials and information. This perspective is supported by Johnson and Johnson (2009), who argue that effective cooperative learning requires the development of interpersonal and collaborative skills. Second, each student should be accountable for both their own learning and that of others; they should understand the material and the assigned tasks, and provide appropriate support to their peers. Productive classroom collaboration involves the use of dialogue, reasoning, and shared decision-making to co-construct knowledge (Mercer & Littleton, 2007). Third, students should use social skills to collaborate effectively with others, including trust, problem solving skills, decision-making ability, and the motivation to apply these skills meaningfully in both individual and group contexts. Slavin (2014) further argues that successful collaborative learning depends on students' ability to engage in social interaction, including shared problem-solving, mutual support, and collective responsibility for learning outcomes.

To sum up, students' roles in the classroom are crucial for enhancing their target language proficiency. Therefore, they should recognize their potential to contribute meaningfully to

classroom engagement and be willing to use this potential in the language learning process. In addition, they should participate actively in learning activities, both individually and in groups, in order to clearly understand what is expected of them to learn.

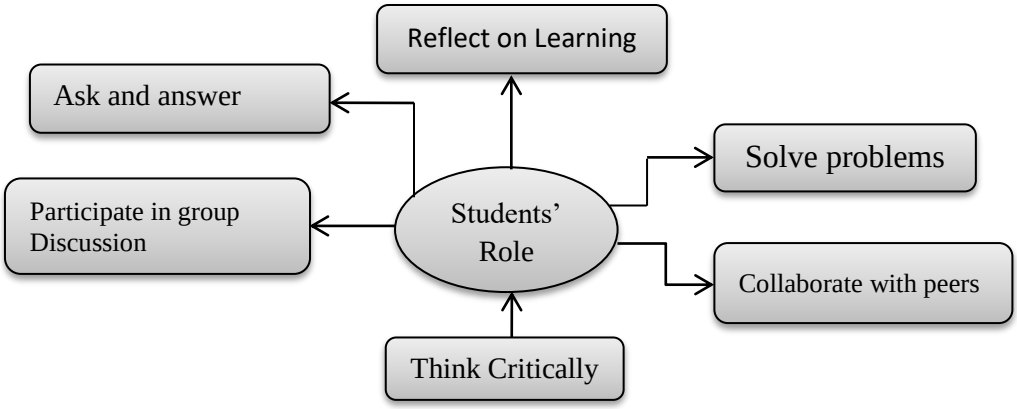

Figure 2.2: Students' Role in Active Learning Classrooms

2.3 Educational Theories that Underline the Active Learning Approach

Learning theories are essential for effective teaching and learning because they shed light on different aspects of the learning process. Various scholars have used different learning theories that guide the teaching and learning process; however, typically they have comparable conceptual frames of reference in the degree of students' participation in the instructional process. According to ICDR (1999), learning theories can be grouped into two categories: the traditional approach (teacher-centered) and the modern approach (student-centered). However, both theories, influence educators' thinking and classroom teaching. Basically, it is obvious that each approach has its own merits and demerits since there is no best method of teaching that is appropriate for learners' backgrounds, contents, and contexts (Prabhu, 1990).

This study, therefore, has determined considerable learning theories that suggest how students assimilate knowledge, skills, attitudes, and experiences in their teaching and learning process. Therefore, the following information presents the general highlights of the theories that show the developments of the active learning approach from behaviorism to constructivist education.

2.3.1 Behavioral Theory of Learning

The behaviorism theory of learning is among the most dominant of modern theories of learning. Their views are quite comprehensive and include a variety of thoughts, but all these thoughts suggest a common approach to learning in terms of the development of connections between stimuli received and responses displayed by learners.

The common assumption behind behaviorism theory is based on three bases. The first emphasis is on observable behavior rather than internal thought processes that create learning. Learning is explained in terms of observable phenomena and ignores thoughts and feelings of students. According to behaviorism, students can learn on the basis of stimulus-response associations without any consideration of the internal mental processes. Since learning occurs as a result of 'responses' to certain definite and identifiable stimuli in one's environment, it is impossible to observe what is happening inside the learners' brains. Psychology should concern itself with the observable behavior of people, not with unobservable events that take place in their minds (Watson & Skinner, 2002). The second emphasis is the environment that creates a learning atmosphere, and it determines what is learned, not the individual learner. Lastly, it is the student's ability to understand the overall process and the ability to repeat or reinforce the process that is a common thread (Mazur, 2005).

Currently, behaviorism as a learning theory has controlled the practice of teaching and learning processes in our country, Ethiopia, and the world as a result of developing learning psychology. The philosophy of behaviorism advocates that students learn concepts through internalizing and memorizing. As James (2006) and Hayford (2007) described, learning is observed as a conditioned response to external stimuli, which involves rewards for positive responses and punishments for negative responses. According to behaviorism, teachers have the responsibility to fill up the empty minds of students, who are passive in accepting the given education and memorizing what is presented to them in order to repeat it correctly later.

Overall, the philosophy of the behaviorism theory is a positivist approach to either learning or the development of knowledge. However, because of different criticisms raised against this model, constructivism has been replaced in different countries all over the world.

2.3.2 Constructivists Theories of Learning

Constructivist theories of learning developed from Piaget's work. The theory purports that learning means when students interact with new information in order to construct meaning from it (Ryan & Cooper, 2007). The theory of constructivism employs the engagement of striving from experience to learning instead of learning and then experience. Unlike behaviorism, which views learning as the accumulation of skills or facts, constructivism is based on the idea that learners actively build new knowledge. This theory emphasizes that new understanding emerges by connecting new information to learners' existing experiences and knowledge. Based on this principle, constructivist theories of learning have introduced the idea that knowledge is attained through the engagement of learners rather than repeating or imitating (Zeichner and Liston 1996). Thus, this premise has had a significant influence on education as a whole and on the field of language teaching.

This premise has great indications for teachers and language learners in the language teaching field. First, students can construct their knowledge through the process of language learning, make their own sense of construction actively and responsibly, connect it with previous experience, and make it their own on the basis of their interpretations (Hayford, 2007). Second, the teacher is the creator of the contexts where this knowledge creation by language learners is possible (Brooks & Brooks, 1999). Teachers are not expected to pour into the students' minds readymade knowledge, which is necessary for the students to be engaged in the process of creating knowledge crucial for the specific situations. In this instance, both the students and the teacher will be engaged in the continuous process of creating knowledge. Therefore, in the context of the constructive theory of learning, the trend of making language teachers apply knowledge that is set by experts has been criticized and replaced by the mandate that the teachers theorize their own instructions (Sarac-Suzer, 2007).

Furthermore, according to Zeichner & Liston (1996) statements, the central framework of constructivism theory of learning is that teachers should be engaged in a non-stop review into their own teaching and learning process, and reflective activities. Thus, it is at this practical point of view that the premise of the theoretical knowledge and the practical application of teaching encounter as a form of constructing knowledge by the teachers. According to Wallace (1991), this theory of approach makes language teachers produce their own inquiry and also assess their own expectations based on the previous knowledge to advance theories of teaching in related to their practical backgrounds.

With the behaviorist approach to teaching and learning, students are measured with paper and pencil tests to check whether they have mastered the relevant content. In relation to this idea, Hayford (2007) stated that students often recall facts without understanding the content in a meaningful way. However, the forms of student assessment in the constructivist approach are different and complex. Therefore, this approach makes teachers assess the students' degree of understanding, problem-solving and their ability to applying the new knowledge.

Due to this, constructivists' ways of assessment are quite different from the traditional forms of assessment, which are pencil-and-paper tests. They are assessed individually, in pairs, or in groups, both in and out of the class. According to Beck and Kosnik (2006), constructivist learning theory emphasizes that learners actively construct personal understanding from their prior experience and knowledge through interacting with their environments. They are not passive listeners and receivers of information; rather, they are active meaning makers. Assessment is expected to be "reliable" and connected to the teaching and learning process. In general, teachers are not anticipated to teach merely for the test purpose. According to Brown (2015), the constructivist theory of learning has two main classes, which are complementary and discuss the nature of language learning in either individual or group cases. The following section discusses the two natures in detail.

2.3.2.1 Theories of Learning Based on Cognitive Constructivism

This learning theory was developed by the work of Dewey (1938), Piaget (1973, and Vygotsky (1978) whose ideas contributed to a major shift away from behaviorist theory of

learning to cognitivist and constructivist theories of learning. The paradigm shift was developed because of the failure of the behaviorism learning theory to explain "why and how" learners make sense of and process information (i.e., how the mental processes work).The study of cognitive psychology focuses on the mental buildings and processes to explain learning and change in behavior. Winn and Snyder (1996) claim that, just as opposed to behaviorist directions, which emphasize behavior perspective, the cognitive school focuses on meaning and semantics.

The primary emphasis of cognitivists' theory of learning is placed on how knowledge is acquired, processed, stored, retrieved, activated, and transformed by the students during the different phases of their learning process (Anderson et al., 1997). Students are taken as active participants in the process of knowledge acquisition and integration; generative, creative, productive, and reflective (Good & Brophy, 1990). The theory describes knowledge acquisition as a mental activity that involves internal coding and structuring by the learners (Derry, 1996). They also recommended that learning happens best under the conditions that are aligned with learners' cognitive construction.

This theory also claims that learning takes place not only by what teachers teach, which is always what the students learn, or not by introduction and memory, but students should construct their own knowledge so that it is meaningful for them. Therefore, learning is constructing knowledge, and teaching is providing a facilitating environment (Piaget, 1973). Since students are operating under the umbrella of constructive learning theory, they are supposed to work independently because their autonomy and motivation play a very essential role in their meaningful learning (Prince & Felder, 2006). To practice such types of teaching in the real classroom, teachers are expected to provide pertinent types of activities on the areas of the subject they teach (Biggs, 1996). Moreover, teachers have to tolerate the students' errors, and they need to consider that making an error is a sign of their understanding rather than failing and give recognition for functional learning that comes gradually with the help of teachers and students' group interaction.

According to Prince and Felder's (2006) descriptions, the motivation students hold towards their learning is highly affected by their commitments and efforts. Most of the time, students are motivated to engage in the subject areas and learning experiences if the

contents and activities are more authentic, which is related to their environmental problems and related interests, culture, and social skills. When the students observe their learning is important and they are learning based on their learning experiences in a meaningful way, they engage to work hard and be responsible and stakeholders.

Generally, in contrast to the behaviorist ways learning process, which focuses on the students' memorizing of some factual information without reasoning, the cognitive constructivism theories of learning, engages students to construct their own knowledge based on their previous learning information that helps them to create new deep understanding.

2.3.2.2 Social Constructivist Theories of Learning

The social constructivism theories of learning is extensively discussed by scholars such as (Hein1991; Yang and Wilson, 2006) deriving from the historical roots in the work of Vygotsky (1978) who was considered as the father of constructivist theory of learning and active learning approach. According to Vygotsky (1978), "all cognitive functions originate in social connections and that learning did not merely comprise the 'integration and accommodation' of new information by students; it was the procedure by which students were joined into a knowledge community." According to his arguments, culture determines individual development and what a learner learns originates from social interaction. In this sense, both the contents and means of cognition or logical thinking are acquired from cultural interaction. Therefore, learning is essentially social interaction. This learning theory is a variety of cognitive constructivism that emphasizes students can learn more in an active member of a social group rather than in isolated individuals, or intrapersonal process (Brown, 2007).

Yang and Wilson (2006) state that the interaction of students with peer groups, the teachers, and other people out of the classroom causes the individual to develop new outlooks. Learning takes place in socio-cultural environments, and the students are taken as active constructors of their learning experience rather than receivers (Pritchard & Woollard, 2010). Likewise, Rust et al (2005) reviewed some previous studies and concluded that learners can develop their knowledge through growing contribution within

diverse societies of practice. This implies that students could construct knowledge from the interpersonal interaction of socio-cultural environments, and so the effect of socio-cultural interaction on students' learning is said to be greater than the achievements of the students doing things exclusively.

Thus, students are not expected to learn only by internalizing or memorizing what is presented from any source of knowledge in the learning contexts, but they confront their understanding in light of what they encounter in the new learning through an internal mental process of negotiation of meanings. In this perspective, learning is seen as something in which students are considered as active agents in the procedure of information acquisition in the given social environments. Boudourides (2003) states that individuals create or construct their own new understandings or knowledge through the interaction of what they have already known in the contexts of their environments, beliefs, and the ideas, events, and activities with which they come in contact.

Grounded in the constructivist learning theory, students are not required to engage in one correct answer or to do an answer that is free from any mistakes like the behaviorist theory. For instance, Amer (2003) and Behizadeh and Engelhard (2011) assert that in reading fictional texts, students are involved in an interaction with the writer of the article using their previous knowledge, experience, beliefs, expectations, and information, and so that meaning is formed grounded on this transaction in the texts. Constructivists use these types of approaches in order to teach reading skills and other skills in EFL teaching classrooms.

To sum up, any teaching of theory is not complete by itself because there is no single best theory of teaching in the actual classroom teaching and learning procedures. However, the integration of different approaches based on the students' backgrounds is important for the students learning achievements. According to Dueraman (2012), the integration of learning approaches in the EFL classroom has been productive. Therefore, the two theories of learning, cognitive constructivism theories and social constructivism theories are taken as theoretical frameworks for this study since they are practiced in the ELT contexts.

2.4. Major Teaching Strategies Used in Active Learning Classes

There are different ways of teaching strategies to employ an active learning approach in each subject area. The approach places the students at the center of instructional procedures. They can also use the language and communicate in better ways. According to Brown (2001), active learning underlines the students' needs, goals, and styles. It facilitates some guidelines for the students, such as cooperative and collaborative learning, discovery learning, and discussion methods. Basically, there are different names for active learning methods. While some call approaches or methods, others refer to them as strategies, student-centered, or techniques. (Michel, Cater, and Varela, 2009) cited other critics and summarized that:

> *There are numerous forms of active learning practices; for example, pausing for some time during lecturing, using short writing activities in class, using quizzes and self-assessment activities, doing laboratory experiments, involving cooperative and collaborative learning in field trips, inquiry-based learning, applying debates, games, role plays, and group discussions in the classroom session(Michel, Cater, & Varela, 2009: 64).*

As explained in a certain study of exploring the implementation of constructivist foreign language learning, Boufoy-Bastick (2001) described that the active learning method was effectively practiced in order to teach the French language as a foreign language. The following are some of the characteristics of the implementation of constructivists' strategies in the classroom. Students were given the responsibility of being independent to choose what to learn, how to learn, and when to learn. Besides, students were also supposed to categorize their learning style, to use their own language learning experiences and knowledge, and to learn the language autonomously.

Students were made to be conscious about the culture of the language they learn. The teachers are expected to design contextualized learning activities that start from simple rate of learning to more complex need-driven communicative tasks. Some of tasks; for example, were making vote in France, making debates about the nuclear weapons, becoming stakeholders for observed problems, and etc.

In the constructivist learning process, the focus of the students is on the given tasks rather than on the linguistic items. The tasks that they learn are the simulation of the real world and action. Thus, students are motivated by these tasks so that they engage actively in doing the given tasks. Using this method, students were taught all four skills in an integrative system. This was taken as a better approach of teaching which is different from that of traditional approach of foreign language teaching.

Language teachers who implement a diversity of appropriate teaching methods in classroom practice are more likely to motivate and engage students leading to successful language learning (Boersma, 2008). For example, a teacher who employs various instructional strategies, such as cooperative learning and problem-based learning and who asks open-ended questions in actual the classroom develops students' self-confidence and encourages them to work diligently. As Tuji (2006) explains, teachers who employ a wide range of questioning techniques, inspire students to participate actively in the class, generate diverse ideas, discuss with peers, and develop critical thinking skills when responding to questions. This approach reflects a major key characteristic of active learning in the ELT classrooms.

Conversely, if the teachers believe that they are the only source of knowledge in the classroom, knowledge transmission becomes one direction, from teacher to students. Accordingly, they tend to ask closed-ended questions because they are easier to pose and give immediate feedback. Hence, active learning strategies are rarely practiced effectively (Tuji, 2006).

As mentioned earlier, active learning is a teaching approach that actively involves learners in the learning process, rather than having them passively receive information through lectures. Many researchers have proposed various active learning strategies (Faust & Paulson, 1998; Prince, 2004). For the purposes of this study, however, the discussion focuses on the most prominent strategies identified by Bonwell and Eisen (1991), which are outlined in the following sections.

2.4.1 Cooperative Learning

According to Johnson (1994), cooperative learning is the use of small groups where students work together to maximize their own and each other's learning. A review of literature connected with cooperative learning indicates that much research has been done on investigating the relationship between cooperative learning and students' academic achievements. The majority of the research findings indicate that students working cooperatively accomplished tasks much more accurately and quickly than individuals working (Johnson & Scott, 1978). They also discovered that working cooperatively promotes greater academic achievement through strengthened social interaction because students were placed in situations where they must cooperate with one another.

In cooperative learning, students discuss being in group members either in classroom or outside of the classroom. They have the opportunity to help each other, take responsibility for their individual and groups work. They also consider that the failure of individual contributes for the failure of the entire group members (Richards & Rodgers, 2001). Doing in such way, helps students to make best use of their learning within the group member's interaction. Felder and Brent (2009) explain that anything that teachers are able to use in the classroom and ask students to do is restricted only by the teachers' imagination. However, there are many techniques that students are able to involve both in groups and individually. For instance, Prince and Felder (2006) state that problem-based learning, discovery learning, and inquiry learning are the instruction methods in which students can work vigorously by taking great responsibility for their own learning.

During the practice of cooperative learning, as Oakley et al. (2004) recommended, teachers have to follow certain processes. In doing so, they are supposed to facilitate groups of mixed ability, establish goals to be accomplished by the students, and evaluate their improvements continuously throughout the class interactions. Other research findings, such as Seid (2012), explained that cooperative learning techniques have some drawbacks and so teachers should be aware of them. Among these drawbacks, only a few students are engaged in doing all tasks while the contribution of other students is very little; less skillful students are not considered by active students; active students consider themselves as they are much more skillful than the less skillful students. To be cooperative, a group must have

clear positive interdependence; members of the group promote each other's learning and success face to face and hold each other personally and individually accountable for his or her fair share of work.

2.4.2 Problem-Based Learning

Problem-based learning involves presenting lessons-related problems during class and using them to start learning in an authentic context. According to Wallace (2000) the teaching of problem-based learning falls under cooperative or collaborative teaching methods, which task a team of students to work together and work out an assignment outside of the classroom. Such a task takes days to be accomplished, and every participant has a role to play. Lynch (2010) mentioned that problem-based learning does not provide the benefits at the time of the lesson, but it takes days, weeks, or months after the lesson. Examples of problem-solving in English class include coming up with a performing drama and a poem. The learners work together, share ideas in the target language, practice the lines or parts, and lastly, they perform to an audience.

According to Prince and Felder (2006), the problem-based learning method has been widely recognized by researchers for fostering a deep understanding and enhancing students' meta-cognitive skills and logical reasoning abilities. As a philosophy of constructivist learning theories, language educators highlight the role of problem-based learning in the teaching of English language classes. Nilson (2010) states that problem-based learning provides students with problems that happen in real-life situations and are unrestricted, which provides the students with the chance to struggle with doubt and uncertainty.

The role of the teacher, in problem-based learning environments, is facilitating and supporting students' work and leading to realistic integration of skills and content knowledge from various sources, which relates to real-life tasks (Ke, 2010). It is motivating, empowering, sharing responsibilities, and challenging for the students, and it improves the students' self-confidence and autonomy. The students' motivation increased, they developed the culture of collaborative and independent working, and they developed their confidence in using the language (Ke, 2010).

To sum up, from the review of different literatures, like Yew and Schmidt (2012) problem-based learning is a constructive method of instruction, which provides students with the opportunity of learning environments that enables them for meaningful learning of authentic problems. This environment creates opportunities to the students to construct general knowledge with the group members' team, improve students' language learning skills and cognitive abilities.

2.4.3 Role Playing

Role play is one of the most active learning approaches used in the teaching and learning of English. It refers to the changing of one's role to assume another role, either unconsciously to feel a social role or consciously to act an adopted role. Relating to the advantage of role play, Doff (1990) said that role play gives a chance to use the language in new contexts and for new topics because it is 'acting out' a situation.

In the process of learning through role-playing, a small number of students present the content of the lesson while other students in the class observe what is going on. Students have the opportunity to experience and analyze the specific situation being studied (Frazee et al., 1995). It helps learners to cope with real-life situations that support their social and emotional growth by expressing them through language. As UNESCO (2007) states, when learners engage in role-playing, they develop their ways of thinking and feelings that surround the situation they are representing. Role playing helps students to clarify concepts to expand understanding of social situations, to prepare for real situations, and to practice leadership (Heinich et al., 1996).

Role playing can be used to share students' experiences, promote working in groups, usually generate high levels of motivation and enthusiasm, provide credit for personal initiative, and run parallel to lectures that explicate the material and issues under consideration (Cloke, 1987). It can make students practice more and work hard to achieve the learning objectives, take part seriously in the given task, and create a culture of sharing responsibility and working together among themselves.

Stanford (1997) states that based on the real world events, students are offered with the line of decision making, analysis, or conclusion. Some ambiguity of situations in the

course of teaching - learning experiences and discussions which follows to make the situation clear that makes students develop different learning strategies which helps them to solving- problems, reasoning, and arguments. Thus, this method of teaching strategy is very important to develop students' critical thinking skill, analysis and reasoning.

2.4.4 Debate

Debate is the one commonly used strategies in active learning approach which involves students into a direct usage of English in classes (Simasiku, 2011). A debate is defined as a discussion between two parties which have contradicting ideas but willing to learn from each other (Vavrus & Bartlett, 2011). This is a type of format, debate, that can range from the formal presentation of opposite side teams with a chance of disproof to less formal situations so that the presentation of arguments for both sides serves as the basis for learning among the students in a class. According to Schroeder and Ebert (1983), debate has several benefits for students. It has the possibility of reducing the bias that the teacher may bring to the course, forcing students to deal with their own biases, enhancing students' skill in research, promoting logical thinking and reasoning, increasing skill in oral communication, and motivating students.

Using debate in the teaching learning process provides students with a better understanding of both sides of the issues presented because students can learn more from the course. Faust and Paulson (1998) described that this is a type of task in which students take sides either in favor of or against the motion. It helps students to learn more arguments for a variety of events. Basically, this technique is very good for ELT learners to talk on a subject of their interest freely because it gives them the advantages of growing their fluency and confidence of speaking in front of the students. Therefore, an active learning class is facilitated by the use of debate compels learners to use English in the classes.

2.4.5 Peer-Teaching

Peer teaching is a participatory and active strategy that lets the students learn by teaching their classmates. It is a strategy integrated into the student's own experience that results in deep learning. According to Boud (2001), peer teaching refers to students learning with and from each other without any implied authority to individual. They learn great deals by

explaining their ideas to others and by participating in activities in which they can learn from their peers.

Peer teaching involves one or more students teaching other students in particular subject areas and builds on the belief that “to teach is to learn twice” (Stanford, 1993). This is a type of participatory learning, active and independent strategy that combined among the learners sharing of practices result in deep learning with the same status that interact one another. It includes occasional use of students sharing ideas in the classroom based on their pervious learning experiences as their good experience knowledge in particular subject areas. Peer teaching gives the opportunity of getting feedback from their teacher or peers after teaching and shares their experiences (ICDR, 1999). It can enhance learning by enabling learners to take part in reviewing, organizing, consolidating, understanding its basic structure and filling the gaps. It also enables them finding additional meanings based on their pervious knowledge, and reformulating knowledge into new conceptual frameworks (Wasten, 2002).

Overall, peer teaching is potentially motivating, stimulating, empowering and challenging, and creating positive relation among the students. It usually results in building students’ confidence, self-esteem, and autonomy as well as improving their language skills, content learning, and cognitive abilities of learning.

2.4.6 Jigsaw

This teaching technique was designed by Elliot Aronson and his colleagues in 1978. According to Aronson’s jigsaw method, students are grouped into six-member teams to work on academic instruction that has been broken down into sections. Slavin (2014) advanced the modification of jigsaw at Johns Hopkins University in 1986, and the method is called Jigsaw II. In the modification, students are assigned to four- to five-member teams in order to work together.

Among techniques that incorporate in active learning and a form of cooperative learning, jigsaw is one of the techniques, and it is important to the teaching and learning process in a language classroom. In this method, the students are divided in to groups, and then letter name is given to each member. The teacher gives to each group “professionals” topic, and

so that each member of the group has to be skilled in that topic. After each member has become skilled, the teacher isolates the "professionals" groups and set new groups. The new formed groups are made up of one professional from each of the first groups. Finally, the new formed groups work together to exchange the information they learned from their first group.

As Mengduo and Xiaoling (2010) explained, jigsaw encourages students to use social skills, avoid competition, develop the culture of working cooperatively among the students, maximize common responsibility for learning, and advance communication among the group members to achieve the given tasks. Students acquire the access to talking a lot with each other and transfer their ideas orally or verbally using the English language. Mengduo and Xiaoling (2010) finally concluded that the jigsaw technique increases students' interest and participation and motivates them to focus on the language use in order to accomplish learning tasks in the ELT classroom.

2.4.7 Discovery Learning

In this teaching and learning method, students are encouraged to engage in knowledgeable participation and active investigation in order to obtain knowledge. According to Chen and Honomichl (2008), discovery learning is constructivist in nature, and a kind of instructional program that students are inspired to vigorously search and analyze their work, answer, or plan presented instructional during the session.

As Alfieri, et al. (2011) state, discovery learning occurs if students are not provided with the adequate information that enables them to hold the basic thoughts, or while students are not simply offered with the learning instructional materials. Sometimes, teachers provide explicit instruction to the students, or students receive only a little explanation. Even, in some circumstances, students get hardly any support, though in some situations they are provided with numerous help during the teaching and learning procedures. Sometimes the providing of such guidance may take different forms; for instance, providing the students with simulations, manuals, exemplary problems, feedback, and others. Discovery learning is a core component of the constructivist perspective on learning (Chen & Honomichl, 2008). Piaget argued that learners acquire knowledge through both behavioral and

cognitive engagement with their environment. According to his view, teachers should guide students to use discovery learning as an instructional approach for constructing knowledge.

Another scholar, Brown (2006), who supports the notion of discovery learning, states that this kind of learning is important because it is a means of improving students' academic innovation, learning inspiration, and determination. According to his perspectives, discovery learning reflects the famous speech of Gestalt psychology that "the whole is greater than the sum of its parts." The idea of the scholar implies that learning is the accumulation of information, as well as forwarding it.

In contrast to other animals, human beings have the ability to possess their cognitive abilities to investigate their environments in line with their previous experiences to build higher orders of conceptions. Based on this premise, Bruner suggests that teachers should provide students with incomplete instructions or presentations that need further discovery through their struggle.

2.4.8 Inquiry-Based Learning

Inquiry-based learning places strong emphasis on the learning process, in which students obtain knowledge through conducting investigations. In this scenario, the learning experience itself is considered more crucial than the specific answers acquired. According to Lee (2012), inquiry learning is based on solving problems of instructional strategy where students are provided with challenging problems, and engage them to solve the problems through gathering information that connected to the problems, and then the teacher evaluates the final results. Lee's definition implies that inquiry learning method enables students to gain new knowledge and skills through solving certain challenging problems which is given by their teacher. Similarly, Joseph and Rajani (2022) defined inquiry learning as a part of active learning, which empowers the students to acquire new knowledge by investigating questions and solving problems through various approaches and standards of inquiry in a given field of study.

From a theoretical perspective, inquiry-based learning is well-matched with the constructivist learning background. Considerable researches have been conducted on this

teaching method relating to the field of education, neuroscience, psychology, and others in respect of learning and the influence it has on educational implementation, have increased greater pertinent over decades (Harlem, 2013). The result of inquiry-based learning found that there are positive constructions in terms of critical thinking, problem solving, sharing accountability for learning, increasing individual self-confidences, and having interest towards lifelong learning. Moreover, it is relating to the ability of generating pertinent questions in order to investigate and produce evidences, and to choose and clarify the best solution for the problem (Caswell & LaBrie, 2017).

2.4.9 Panel Discussions Methods

A discussion is a cooperative investigation of problems with a creative discussion about opinions, ideas, or viewpoints. Petrina (2007) explains that discussion is a conversation held among people who are grouped to exchange ideas verbally with one another about some issues or cases of common concern. Group discussion can include the whole class or small groups of the class students. However, according to Haddad (2006), groups of two to six numbers of students are desirable for effective participation.

Panel discussion is often employed for increasing students' language learning proficiency (English language in our case).These actions can function as the foundation of natural communication among students. Lindsay and Knight (2006) noted that in such activities, students have the opportunity to provide their thoughts, comment on others' ideas or receive their feelings. They can express their feelings easily without being told what to say by their teacher; instead they are only told what to talk about and specified enough opportunity and time to present what they want to say. However, Thornbury (2005) states that considerable number of teachers claim that the best discussion is the one that arises spontaneously either because one learner reports something personal because the topic of the course book needs discussion.

In group discussion, students are required to share their thoughts on controversial or thought-aggravating matters with their group members turn by turn for some minutes (Faust & Paulson, 1998). This kind of activity makes students read more in order to elicit organized ideas and prepare systematically arranged research papers. At first, students are

inspired to present their opinions on the given topic individually, and then they are also given the chance to reflect on their opinion on the topic because it helps them to reflect on their feelings before discussing with the group members and with the whole of classroom students. Besides, it helps the students to be responsible and to develop self–confidence so as to use their English language for meaningful purposes. This type of task does not merely make the students rehearse the language, but it also makes them practice the language skills in an integrated way.

A strategic and controlled discussion learning method can be utilized to encourage all types of learning outcomes (Nilson, 2010); however, with less proficiency in line with knowledge learning that needs memorization. Particularly, the discussion method is efficient for learning situations, such as assessing unique concepts, deep processing of information, problem-solving, interacting verbally, assessing and changing attitudes, beliefs, values, and behavior, and information retention, etc. According to Nilson (2010), discussion requires the management of teachers to the right track. Thus, teachers have to be well- prepared to guide the discussions and to organize students in a pertinent way.

2.4.10 Project work

Project work stands as a means whereby to promote meaningful student engagement with language and content learning in language class. This type of learning makes students use authentic language, materials, and tasks and learner-centeredness (Legutke, 1985). Project work is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks (Fried-Booth, 2002).

Legutke & Thomas (1991) describe that project work is a theme and task mode of teaching and learning that results from a joint process of negotiation between all participants. It allows for a wide scope of self-determined action for both the individual and the small group of learners within a general framework of a plan that defines goals and procedures. Project learning realizes a dynamic balance between a process and a product orientation. Finally, it is experiential and holistic because it bridges the dichotomy between body and mind, theory and practice, experience and thinking.

In project work, students work together to achieve a common purposes, a concrete outcome (e.g., a written report, group and individual presentation, visit and report what they observed based on their understanding, a video report, an article for a school newspaper, etc.). Haines (1989) identifies four types of project works: information and research projects, survey projects, production projects, and performance organisational projects. What these different types of projects have in common is their emphasis on student involvement, collaboration, and taking responsibility. In project work, the role of the teacher is controller, assessor, organizer, prompter, participant and teacher as a resource (Harmer, 1991).

Generally, project work is potentially motivating, stimulating, empowering, and challenging, creating positive relations among students. It usually results in building student confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities.

2.5 Active Learning Approach Practices in Selected Countries

There are many experiences in instructing different subjects using active learning approach, and it is also practiced in the ELT classes. The following section, reviews the experience of some countries' research findings in related to ELT class as part of this description.

For example, in New Zealand, the notion of constructivism has dominated the entire design of curriculum from top to down in the implementation of educational systems (Matthews, 2000). Similarly, in Thailand, to improve the students' productive skills, cognitive constructivism and social constructivism were experienced in ELT, and the result was considered to be successful (Dueraman, 2012). Even though the role of constructivism theory of learning is to make sense of active learning and responsible participation of students under the guidance of their teacher, the teaching and learning process does not encourage this aspiration as expected. There are different factors that could affect the implementation of the intended goal. Some of these factors were: teaching methods, school environments, educational facilities, teachers' training and teaching experience, class size, students' background and the purpose of using English language.

Torabi and Baybourdiani (2012), for example, disclosed that in Iranian secondary schools, students' oral skills are given little attention in teaching and evaluation, and teachers pay less attention to students' speaking abilities, whereas more emphasis is given to grammar, reading, and writing. Students are focused on passing classroom tests and examinations rather than advancing their academic skills. Students were not effective in using English for communicative purposes, and teachers did not use an active learning approach in their actual classroom. Students were passive listeners of their teacher's instruction, and so there is a discrepancy between the goal of teaching English and teachers classroom practice.

In Canada too, the government has introduced a reform in the educational sectors. Among the reforms, the application of the constructivism theory in the school environment was the one (Cobb, 2005). Similarly, the Turkish government has announced the constructivism theory in the reformation of educational sectors to alleviate problems that observed in the process of teaching and learning (Birgin & Baki, 2007). The problems were related with lack of using deep approach of teaching and using weak ways of assessment techniques. Although the new reforms promoting active learning were implemented, teachers faced challenges such as a lack of the necessary knowledge, skills, and attitudes required to effectively apply the approach.

Among the reforms made in educational sectors, the teaching and learning process of language classroom is one of the realizations of the active learning approach. This can be observed from classroom instructions, students' classroom reaction and learning activities, assessments and evaluation techniques. The notion of the reform, constructivism, in educational sector is not new thoughts to the language teachers. In line with this idea, Cobb (2005) states that language teachers overall and applied linguists in particular were previously employing the ideas of reflecting constructivism theory in the field of language teaching in the late of 1970's since departing from behaviorism theory of teaching. Among some of the most important elements were: practicing of active learning approach, using different motivational roles in order to inspire students, and employing their background knowledge during learning the language (Cobb, 2005). These were among some of the foundations for the conventions of constructivist theory of approach to the teaching and learning process of active learning approach.

Generally, although there is the introduction of new educational reforms, the ELT is still more of teacher-dominant, test to promote from class to class, forms, grammar and vocabulary emphasis of teaching(Yang & Wilson,2006). For this reason, students' communication background is not good since they don't have the exposure of practicing the language in their day-to-day activities.

2.6 Active Learning Approach Practices in Ethiopian ELT Context

The teaching of the English language is given due emphasis in the Ethiopian educational system, starting from the primary to the tertiary levels, as a compulsory subject. It is served as a medium of instruction at secondary and tertiary levels. It is also the language that Ethiopia uses for the sake of international communication, and it is used as the solitary foreign language in the country's educational system. Due to the fact that English is the instructional language in secondary school, students are supposed to have a good background in the language to be successful in their academic learning and future careers. They need to have good proficiency to manage with the academic activities and strengthen their professional achievements and communicative competencies.

Therefore, considering the importance of language in the social environments of the country and academic purposes, there was a policy change after the adoption of the new education policy in 1994 at national levels demanding to improve the quality of education and students' learning as well. One of the policy changes was the paradigm shift in the model of teaching and learning process that encompasses the change from the teacher-centered method of teaching to the active learning approach. In other words, shifting from the behaviorism theory of teaching to the constructivist epistemology includes moving from rote learning through memorization to learning through discovering, analyzing, and creating new knowledge by associating it with prior knowledge. The change has conveyed some major paradigm shifts in instructional methods, such as problem-solving abilities, discovery learning, and the use of higher-order thinking skills, cooperative learning, and others that have been introduced in the reforms.

The sector of Education Development Program IV MOE (2010a) also places high emphasis on enhancing the achievements of students through improving the provision of

teaching and learning processes and also transforming the school environments into motivational and student' -friendly contexts. As well, there have been continuous changes in the educational curriculum and teachers' profiles in the teachers' training program since the introduction of education reform in the country guided by the TESO document (MOE, 2003). The document emphasizes the passive learning (teacher-centered) method of teaching has to be replaced with an active learning approach. Thus, teachers are expected to be a model in the classroom teaching and reflect in line with the new education, active learning, and training policy (see 2.5.1) for detail.

However, implementing the new policy of the active learning approach has proven very challenging for teachers. Traditional methods, such as rote learning and lecture-based instruction where teachers talk and students listen, continue to dominate most classrooms (Serbessa, 2006). Studies have also revealed different contextual factors that challenge the implementation of an active learning approach in Ethiopian schools. According to Abebe and Woldehanna **(**2013), depending on the Western curriculum, lack of institutional supports, imposition of new curriculum from the top down, ignoring comments from teachers, and others are among the factors that impede the implementation of the active learning approach.

2.6.1 Teachers' Training Policy in Ethiopia

The most critical prerequisite in enhancing the quality of education is improving the quality of training teachers (Guerriero, 2014). Providing teachers with a well-organized training platform and consistent institutional support is significant to enhance the quality of education (Desta et al., 2009). Various studies assert that the accessibility of adequate teachers' training through different means of training such as pre-service teacher training, in-service professional development, and informal training obtained on the job is essential to improve teachers' professional skills and the quality of education as well (Harris & Sass, 2006).

The Ethiopian government has confirmed that improving the teachers' training program is one of the means to ensure the quality of education. Therefore, the first Education Sector Development Program (ESDP I) was designed in 1997 to implement the major policy

reforms that were sketched in 1994. The program includes Education and Training Policy (ETP) emphasis on improving students' achievements through improving the teaching and learning process from pre-primary to tertiary education levels. The main thrust of the ESDP was to improve the quality of education, equity, and relevance and efficiency and to expand the access of education.

One of the most important issues asserted in the 1994 education program was the improvement of a new career structure for teachers based on their performance, teaching experience and Continuous Professional Development (CPD) to motivate teachers by raising the level of their language proficiency. In (2002), the ESDP II was outlined considering teachers' training and development program as a key element to provide equitable access of education. Thus, it gave due emphasis to the expansion of teacher training platforms to train teachers through regular, distance and summer education program (MOE, 2002). Further, ESDP III gave high emphasis to teacher training program with the mission of extending quality and relevant education at all levels to bring rapid and sustainable development with increased involvement of the stakeholders (community, private investors, NGOs) (MOE, 2005). This platform was seen as a crucial stage towards improving the quality of education and increasing the number of skilled teachers at all levels (primary to tertiary levels).

ESDP IV from 2010 to 2015 also states the major assets towards improving the quantity and the quality of teachers would have a positive influence on the quality of education. It gave especial focus on maximizing the number of trained teachers and improving the success of students through improving the quality of the teaching and learning process. In order to realize this objective, teachers are supposed to implement active learning approaches in classrooms (MOE, 2010a). Zehie (2009) conducted research on the attitude of teachers about their profession and states that a good quality of education requires well-qualified teachers and the practice of an active learning approach. He also states that when the instruction takes place through an active learning approach, students can engage in the process and construct their knowledge by connecting the new learning with their previous experiences to existing knowledge. The adoption of an active learning approach was also

discussed in ESDP II (MOE, 2002) & ESDP III (MOE, 2005) as a means of giving more responsibility to the students' learning and knowledge construction.

In 2003, the MOE introduced the Teacher Education System Overhaul (TESO) with a new curriculum. The TESO encompasses significant structural changes and confirmed to bring a 'paradigm shift' in the educational system through promoting practical and problem-solving education. The curriculum was instituted in most of the teacher training institutions in the country to replace the traditional teacher-centered approach with active learning approach and student-centered, in which students can interact with teachers and other students (Amare, 1998). However, different researchers found that due to the curriculum was imposed from the top down without considering comments from teachers who implement the curriculum, and the deep-rooted teachers tradition use of lecture method, lack of institutional support and lack of content knowledge, it is difficult to employ this type of teaching in Ethiopian schools (Serbessa, 2006).

Generally, the Ethiopian MOE has designed and introduced teachers-training platforms through different means of training to improve teachers' skills and the quality of education overall. It is obvious that teachers are indispensable people in the teaching and learning processes. If we intend to improve the quality of ELT, we have to think about sensible selection of teachers and focused training of teachers (Alemu, 2004).

2.7. Factors Affecting the Implementation of Active Learning Approaches

There are several common challenges stated when implementing an active learning approach in classrooms (Bonwell & Eison, 1991). This is because the traditional teaching practice strongly influenced how teachers teach, and many faculty members define their roles in ways that make challenging. Moreover, Shifting to new approaches can create discomfort and anxiety, and there are often few incentives for teachers to change their teaching approaches. Furthermore, certain specific challenges are connected with the use of active learning approaches. These include limited class time, increased preparation time for teachers, the difficulty of applying active learning in large class sizes, a lack of essential teaching and learning materials, or resources.

In order to realize the quality of education, it is important to discover and elucidate challenges that affect the implementation of the instructional process. It is obvious that in any educational cases of teaching and learning process, there are many challenges that teachers encounter in the implementing of active learning approach. An effective implementation of active learning can be influenced by various factors (Boersma, 2008). In educational context, challenges mean any obstacle or exertion that hinders the implementation of teaching and learning process. As Tadesse et al., (2024, p. 82) stated, any challenge that constrains teaching and learning process directly hinders the proper implementation of curriculum. Curriculum implementation could be inhibited by diverse factors (Karakus, 2021).

Concerning the implementation of active learning approaches, there is a shortage of research findings in the Ethiopian context, particularly in the area of English Language Teaching. Although, there are some studies on the same topic, their emphasis is generally on education as a whole, starting from primary schools to tertiary levels. There are few studies that concentrate on specific subjects such as, English language teaching at the secondary school levels. For this reason, it is difficult to find adequate studies on the implementation of active learning in Ethiopian contexts.

According to Serbessa (2006), the Ethiopian social status and lifestyle do not encourage students to engage freely in discussion as a result of the influence of religious education and others related factors. He points out that the traditional teaching practices of church education have becomes a typical indication for the teaching and learning process of the modern education in Ethiopia. As Serbessa states, church education encourages students to value “obedience, politeness, and silence.” As a result, this condition has a negative influence on the application of active learning approaches, as it limits students’ opportunities to enhance critical thinking skills and problem solving abilities through the use prior knowledge and meaningful learning activities.

Furthermore, Silberman (1996) noted that teachers tend to teach in the way they were taught and in ways in which they were successful. Consequently, the typical, traditional “chalk and talk” method is what we all pass through and experienced. According to the point view of Silberman (Ibid), one of the main reasons why active learning approach is

not implemented in English language teaching classrooms is a lack of adequate and concrete experiences on how to implement active learning in actual classroom instructions. Moreover, the absence of appropriate texts that incorporate key active learning implementation has been stated as obstacle to effective pedagogy. For example, Prince (2004) argues that without instructional materials explicitly designed to enhance collaborative learning environments, problem-solving and critical thinking skills learners frequently remain passive recipients of information rather than active participants in their learning.

Classroom physical environment can also affect the practice of active learning approach. Mostly, class arrangement is ideal or no one set up; rather there are several choices. The do up of active learning classroom is fun and challenging, particularly when the desks/chairs are less than ideal. In some cases, they can be easily reorganized to create diverse set ups (Silberman, 1996). If the desks are moveable, it could be possible to use different layouts for active learning classes even the most traditional class room environment. The same writer has recommended different types of class room layouts, which facilitate active learning such as: team style, U-shape, conference table, circle, work station and break out groupings. Classroom condition is one of the factors which impede the implementation of active learning approach, and it can have a powerful impact on teachers and affect their classroom practices (Fang, 1996).

Likewise, the distribution and use of school time plays a significant role in the exercise of active learning approach. As Mccartney (1994) stated, time in learning is categorized in to two, namely, allocated time and involved time. Assigned time denotes to the time through which learners have the occasion to learn whereas, engaged time is the part of the allotted time when students are actually exhibiting on task performances. Mccartney further elaborated that wasting time of the lesson, late starts and early finishes of the lesson, interruptions of the lesson, not handling routine procedures, and spent on discipline are some of time related challenges. Since active learning is time consuming, students do not give attention to some topics as they are expected to cover vast portion of the courses (Serbessa, 2005).

Instructional materials are one of the very decisive factors in practicing active learning approach Freeman et al. (2014) established in a meta-analysis of STEM courses that courses lacking materials structured around active learning approaches revealed significantly lower learning improvements compared to those integrated active learning approaches, such as peer instructions, interactive simulations, and authentic problem-based activities. These findings suggest that the development of teaching materials and instructional resources aligned with active learning principles is important in translating theoretical benefits into practical classroom practices. Teacher and students dependence on the materials in the textbook and additional books can simply lead to fixed mode of teaching, and introducing teaching aids to the classroom helps to add a new facet to teaching. Supporting these ideas, Mukalel(1998) notes that teaching resources are those materials that the teacher takes to the classroom to enable his/her instruction and to make the work more inventive and real.

In general, as mentioned above, the traditional "pencil-and-paper testing" was the dominant mode of instructions, and its primary purpose was to address whether students could advance to the next grades or levels (Poehener, 2005). However, nowadays, this approach is heavily criticized because various major drawbacks. First, as Biggs and Tang (2011) addressed the traditional, teacher-dominated teaching methods often focuses on rote memorization and the recall of discrete facts rather than emphasizing on students' higher-order thinking skills, such as critical thinking, creativity, and problem-solving abilities. Second, the approach focuses on specific assessment of student learning, failing to address a comprehensive picture of students' competencies, including practical skills, collaborative abilities, and digital literacy. A traditional test also encourages high levels of anxiety and pressure, which can negatively influence student performance and motivation (Putwain, 2008). Therefore, addressing these challenges is important for the successful implementation of active learning approach and for enhancing meaningful student engagement and fostering their language learning outcomes. It also requires a holistic approach addressing including a combination of teacher preparedness, curriculum modification, and material allocation, student engagement to guarantee that active learning approach can be implemented and sustained successfully.

2.8 The Concept of Teachers' Beliefs

It is evident that the study of teachers' beliefs can shed some light on the way they teach and have profound effects on pedagogical practices (Johnson, 1994; Fang, 1996; Borg, 2009). A change in teaching practice rarely occurs without a change in the beliefs of teachers which includes his/her pedagogical assumptions and theories underpinning the new teaching practices (Hargreaves & Fullan, 1992). An established body of a research on teaching has indicated that teaching involves both what teachers do in the classroom (teachers' actions) and their thinking (the reasons that underlie their teaching) (Breen, 2001; Freeman, 1998; Borg, 1998a; Johnson, 1999). Therefore, in order to understand teaching fully, it is very significant to study both teachers' actions and their 'reasoning of teaching.

The study of research on ELT teachers' belief traced back to the field of psychology in the early 1900s. However, after 1920s, the interest of conducting research on teachers' belief became weaker, and it was not until 1960s. In the early 1970s, the inception of cognitive science opened the new door to further pursuits of research on teachers' beliefs. A transformation which was focused on educational research in general and teachers' cognition began at this time (Richardson, 1996). Before that, 1970s, the focus had included only a behavioral emphasis where teachers' intentions were largely ignored. However, as a result of the development of cognitive science provided a venue for educational researches, a great attention has been given to teachers' beliefs, and attitudes including thinking by psychologists (Rokeach,1960). This progress projected the study of "teachers' beliefs" in a variety of fields, including in educational sectors considering the practice of teaching as 'an act of doing and a form of thinking'.

In the course of studying teachers' beliefs, it is difficult to reach a common consensus on a specific definition of the term "teachers' beliefs," as different studies have used varying terms to define it (Borg, 2003). Misperceptions occur when scholars define similar terms in different contexts, or use different terms to describe identical concepts (Clandinin & Connelly, 1987, as cited in Borg, 2003). From the outset, researchers introduced the concept by examining its origins and classifications. This approach often reflected scholars' personal experiences or the ways they applied the concept of teachers' beliefs

within the contexts of their academic work. For example, Lortie (1975) argued that teachers' beliefs are frequently grounded in personal experiences, such as their own time as students or their broader life experiences, including family traditions, social interactions, values, and participation in community matters.

Pajares (1992) contributed significantly to the study of teachers' beliefs and presented what has been regarded as the most comprehensive review on the topic. He noted that although researchers acknowledged the importance of teachers' beliefs in classroom decision-making, they often provided unclear definitions of the concept. He concluded that the lack of clarity and consistency in defining teachers' beliefs has both resulted from and been exacerbated by the interchangeable use of the term "beliefs" with other concepts, such as perceptions, attitudes, values, theories, and worldviews, among others.

Although it is described as one of the most valuable psychological constructs in teacher education, "beliefs" are notoriously difficult to define (Nespor, 1987). Consequently, different scholars have used various terms to refer to what is meant by "beliefs." For example, Freeman (1998) used the term conceptions of practice; Johnson (1992) referred to theoretical skills and images; Woods (1996) discussed assumptions and knowledge; and Borg (2005) described it as knowledge about language.

In general, knowing teachers' beliefs and their influence on language classroom teaching and learning is crucial. Li (2012) asserts that teachers' beliefs play an important role in shaping classroom practices and influencing professional development. They also significantly affect lesson planning, the types of decisions teachers make, and overall classroom practices. This perspective suggests that teachers' beliefs guide their actual behavior toward learners. By understanding their learners' background information and skills, teachers can adjust their behavior and instructional choices appropriately to meet learners' needs and expectations.

2.8.1 Teachers' Beliefs and Experience as Early Language Learners

Teachers' beliefs about teaching profession such as teaching and learning process, skills of teaching, assessing and others are not developed only from their teaching course training. However, teachers can build beliefs about teaching profession early over time from a

variety of sources including subjective and objective perspectives. These beliefs serve as an experience for the teacher's decision making and classroom practices during their students-hood. Rihards (1998) suggested that ESL teachers' beliefs can emanate from any possible sources, such as teachers past experience as language learner. For instance, if a teacher has been learned a second language successfully and comfortably by memorizing vocabulary lists, then this helps him/her form his/her beliefs about teaching, and the same teacher will have his or her students memorize vocabulary lists in the same way.

Teachers' own past learning experiences, often called "the apprenticeship of observation," strongly influence their beliefs about effective teaching and learning, as well as their classroom practices (Lortie, 1975). According to Borg (2005), students can develop only some parts of teacher's job in teachers' education program. This statement tells us that students may acquire the exposure of teaching experiences from formal and informal ways either at school or in their every-day experiences that may support, adjust, challenge, or change their knowledge and beliefs. As Gilakjani and Sabouri(2017), described that many of teachers know how they were taught when they were learners and these exposure guided them to form their beliefs about teaching. In general, quoting the studies of such as Li (2012), Knowles (1992), and Shulman (1987), it can be generalized that teachers' pervious learning experiences shape their beliefs about language learning and teaching, which facilitate the foundation of their early conception of L2 teaching. These experiences may remain influential throughout their professions career.

2.8.2 Teachers' Beliefs and Teacher Education Programs

According to Shulman (1987) and Zeichner (1987), pre-service teachers-center education programs with strongly held preconceived beliefs about teaching and learning. These beliefs are often formed through their immersion in educational environments during their schooling. In related to this idea, Freeman and Johnson (1998) noted the following:

> *Teachers are not "empty vessels waiting to be filled with theoretical and pedagogical skills; rather, they enter teachers' educational programs with some previous experience, personal backgrounds, beliefs that inform their knowledge about teaching and learning that shape on what they do in their classrooms* (*Freeman & Johnson,1998 201-3).*

Even though students join teacher education programs with some prior knowledge and skills of teaching experiences as student hood, such as from language learning. They are also influenced by the training they receive in educational programs. The program of language education considers some kinds of change on students-teachers' beliefs.

Some researchers have emphasized the investigation of the positive influence of teacher education programs on changing teachers' beliefs (Yook, 2010; Peacock, 2001). For example, Peacock (2001) argues that teachers' beliefs influence their recognition of new teaching methods and also play a key role in their professional development. The researcher further notes that teacher education programs provide training courses that help teachers to translate their beliefs into classroom practices and incorporate them into the course content that they deliver to the class.

However, according to some research findings, changes in teachers' beliefs are resulted from the work of professional engagements. Richards, Ho and Giblin's (1996) conducted a study on student-teachers who attend a professional development course within an educational program and observed changes in their cognition because of the professional courses they received in college. These changes included student teachers' knowledge of professional development; conception of their role to wards classroom management; their involvement in decision- making, planning, and course delivery. The common problems they face during the delivery of courses such as time management when presenting new language, their approaches to assessing and evaluating students' achievements, and their reflections on their own teaching.

Generally, these changes could vary from one individual to other depending on their prior learning and teaching experiences, personal beliefs, and expectations about themselves, the teaching profession, and the nature of teaching. Therefore, such factors interact dynamically and influence how teachers understand educational programs and integrate new knowledge into their professional practices.

2.8.3 Teachers' Beliefs and Their Classroom Practices

Teachers hold strong beliefs about the role of education overall and about the nature of learning and teaching in particular. Since beliefs play a key role in teachers' professional

development, changes in teaching practice are the result of change in teachers' teaching beliefs (Fang, 1996). Teachers come to the class with pre-existing beliefs that influence their decision- making in classroom practices. As Pressley and Harris (1997) suggested, the decision that teachers make in the content area of 'who and how' to teach may be influenced by their beliefs. Any activities which have been done in the classrooms are governed by what the teachers believe and these beliefs serve as a filter through which the procedures of teaching and learning decisions are made (Xu, 2012). Teachers' beliefs may govern teachers' instructional behaviors and classroom practices, and the complex relationship between beliefs and practices (Wang & Du, 2016).

Many studies have been conducted to investigate the relationship between teachers' beliefs and their actual classroom practices. The reason behind conducting research on teachers' beliefs is that underlying the assumptions of these beliefs can contribute to a more realistic and comprehensive understanding of teaching and may lead to change in teachers' beliefs and classroom practices. Hence, investigating teachers' beliefs about the active learning approach and their practice is one of the major objectives of this study. To understand the impact of teachers' beliefs on classroom practices, is important to examine the specific aspects of language teacher's teaching in relation to their beliefs and classroom practices (Borg, 2003).

The conflicts between teachers' pedagogical beliefs and their actual classroom practices have been widely reported in the various literatures. There are two competing themes emerged in terms of the relation between teachers' beliefs and their classrooms teaching practices. One theme suggests that there is an inconsistence relationship between teachers' beliefs and their classroom practices, whereas the other theme argues that there is consistence relationship between teachers' beliefs and their classroom practices (Trigwell & Prosser, 1999).

These inconsistencies are often recognized to contextual limitations such as curriculum demands, classroom management factors, and institutional policies, which could impede teachers from fully practicing their preferred instructional approaches (Pajares, 1992; Richardson, 1996). For example, a specific aspect of the language teaching and learning process related to this concern is grammar instruction as examined by Farrell and Lim

(2005) in Singapore. The scholars conducted case study to compare teachers' beliefs with their classroom practices. Accordingly, they selected two experienced primary school English teachers as a sample to observe their grammar teaching. The result of their investigation revealed a clear inconsistency between the teachers' beliefs and their classroom practices.

One of the main reasons for the inconsistency of between teachers' beliefs and practices is time. Both respondents witnessed that their decisions on how to teach grammar is affected by their knowledge of how grammar is taught best and the amount of time given to cover the contents. They also noted that the pressure to manage time comes from both the administration and parents. Another reason addressed by the teachers is the dominance of traditional method of teaching grammar, even among those who wish to experiment with more modern approaches.

Conversely, other researchers argue that there is consistency between teachers' beliefs and their classroom practices. For example, Johnson (1992) conducted a study to examine the relationship between teachers' beliefs and their classroom practices. First, she utilized different theoretical orientation profiles related to Teaching English as Second Language (TESL), which she assumed that it helps her as an ideal instructional framework. These included the Lesson Plan Analysis Task (LPAT) and a beliefs inventory. Next, she employed 30 ESL teachers who had different theoretical backgrounds in second language teaching and learning. Then, she studied their corresponding classroom instructional practices with the reference to function-based, rule based, and skill-based methods. The results of the study showed that teachers' classroom practices were consistent with their theoretical orientations. Based on these findings, she concluded that teachers' classroom teaching is mainly shaped by their theoretical beliefs.

Similarly, Richardson and his colleagues (1996) conducted a study on teachers' perception of reading and their classroom practices. The results of their research showed that there is a great consistency between teachers' beliefs and their classroom teaching practices. However, several factors influence the consistency between teachers' beliefs and their classroom practices. These include school-related factors such as lack of continuous support from the school administration, classroom management and routines, large class

sizes, variances in abilities of students and learning styles (Ross & Zbikowski, 1990). Besides, students' social and emotional differences, textbooks, teacher-student relationships, and motivation can affect this consistency (Fang, 1996).

Overall, while teachers' pedagogical beliefs play a crucial role in determining their instructional decisions, contextual factors such as teaching materials, students' background, administrative expectations mediate how beliefs are enacted in classroom practices Borg (2003). Besides, the educational dynamic and developing nature of teachers' beliefs can lead to inconsistence with classroom practices, as teachers continuous adapting with their strategies in response to new experiences, environments, and professional development. Various studies on EFL teachers' pedagogical beliefs and classroom practices suggest that there is a significance extent of interaction between their beliefs and classroom practices. Conversely, others research findings reveal that there are some discrepancies between their beliefs and the actual classroom practices.

2.9 Teachers' Classroom Practice and Contextual Challenges

Instructional contexts challenge teachers in translating their pedagogical beliefs into classroom practices because their expectations and classroom realities are quite different (Richards & Lockhart, 1994). The mismatch between teachers' beliefs and their classroom practices may occur because of contextual factors that hinder teachers to practices that aligned with their beliefs. Teachers cannot fully transfer their pedagogical beliefs into classroom practices because instructional contexts exert pressures that influence the decisions they make during the teaching and learning process (Borg, 2003). The existence of instructional conditions, such as students' behavior, teaching facilities, and school condition such as syllabus requirements and workload, play an important role in shaping classroom practices. Classroom conditions and class size are significant factors that influence teacher's classroom practices (Graham, 2023). Students' expectation for the course, fixed seating arrangements, and comprehensive educational situations such as examination pressures and educational policies Pennycook (2000) and related variables significantly affect teachers' classroom behaviors. In addition, students' English language proficiency, learning styles, needs, motivation and interests, shape teachers' choice of methodologies and instructional strategies (Ogilvie & Dunn, 2010).

Teachers' pervious learning experience is also among the factors which likely to influence their beliefs and classroom practices (Holt-Reynolds, 1992 & Johnson, 1994. Holt reported that pre-service teachers had already spent long time as students and consequently had experience-based beliefs that are relatively difficult to change in the classroom teaching. Likewise, experience-based beliefs of student-teachers plus those who have teaching experience, similarly tend to restrict what they can learn from teacher's education courses (Almarza, 1996 ; Peacock, 2001) cited in(Nishino,2012). In line with the influence of teaching experience, beliefs of experienced teachers and their practices can be changed through their teaching experiences, including those gathered from training programs courses (Cabarogle & Roberts, 2000).

According to Borg(2003, instructional settings character teachers' beliefs by either adding up the already present beliefs or modifying some new thoughts to be used as means of alteration in the teaching and learning process. The social contexts characterize the 'culture of teaching' which signifies the belief systems and the total information of teachers sharing collected and the values they feel accountable to follow as a suitable in their exertion (Feiman-Newser & Floden, 1986). These cultures of teaching include: perceptions about the rewards of profession in teaching such as associated payment, power and status as a teacher; having positive communications with their students, supervisors, students' parents and working environments, which can have an intrinsic value of teaching as a profession. Also, teachers' social relations and psychological backgrounds are collectively taken as teaching cultures.

Study conducted in china by Hu (2003), cited in Birhanu (2012), and investigated the influence of contextual factors on the implementation of CLT. The study emphasized on identifying various contextual factors that make pressure on teachers' classroom practices. These included the scarcity of authentic materials, lack of students' motivation to learn English and the pleasure of examination pressures on classroom instructions are strong influence of traditional Chinese learning culture. Similarly, another study in Japan, Wittrock (198) examined the political, socio- cultural, and educational contexts importantly impact pedagogical improvement. The results of the study revealed that implementing effective CLT is challenging due to contextual factors; for example, limited

exposure to English language, learners' low interest in communication, most of the teachers being non-native English speakers, a distinct culture of learning, learners' need only to pass university entrance examinations.

Overall, research findings and related experiences indicate a dynamic and interdependent relationship among teachers' beliefs, classroom practices, and contextual factors that influence their classroom practices. Teachers' beliefs often shape their classroom teaching strategies, student interactions, and decision-making processes. On the other hand, classroom practices can challenge existing beliefs. At the same time, contextual factors such as student related experiences, available teaching and learning materials, curriculum requirements, and school policies play an important role in addressing this relationship. The following figure illustrates how beliefs and practices are interconnected.

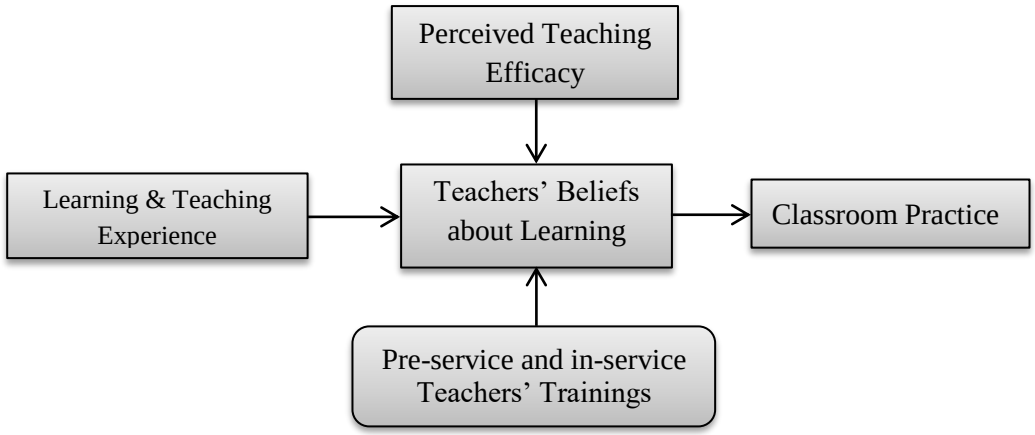

Figure 2.3 Teachers' Beliefs about Learning

Figure 1 shows, the interdependence between teachers' beliefs about learning, their learning experience, and both pre-service and in-service training. It also highlights the interrelationships among perceived teaching efficacy and teachers' beliefs about learning. Based on the theoretical dimensions stated in the figure, a teacher's individual beliefs are shaped by their experiences, knowledge and contextual factors. As a result, when teachers are exposed to certain learning and teaching contexts, they are likely to respond based on their prior teaching and learning experiences. Teachers' beliefs determine what they accept as appropriate or inappropriate for classroom instructional practices (Rubie-Davies et al., 2012).

However, the interrelationships among teachers' beliefs about active learning, their classroom practices, and the alignment between beliefs and practices have not been adequately studied in the Ethiopian context. Moreover, the contextual factors influencing the implementation of active learning, particularly at the secondary school level, remain unexplored to the best of the researcher's knowledge.

2.10 Conceptual Framework

The theory supporting an active learning approach is grounded in the constructivist theory of learning. This theory emphasizes that students learn through actively constructing knowledge, connecting new information to their prior knowledge and experiences to form deeper understanding (Bransford et al., 1999). This theory developed by Piaget (1973) and others, suggests that learners can either assimilate new knowledge into existing cognitive framework or modify these framework to accommodate information that contradicts prior understanding. Teachers can design learning activities that help students reconstruct their mental models based on a more accurate understanding. Overall, the theory underpinning active learning encourages the types of cognitive engagement considered significant for learning in constructivist learning theory (Vygotsky, 1978).

In this context, teachers' beliefs about the active learning approaches refers to their personal convictions regarding the significance of implementing active learning in the ELT classroom to enhance student' language learning effectively. These beliefs include teachers' perceptions of students' ability to learn through interaction and collaboration; to think critically and solve problems, and the overall effectiveness and feasibility of the approach for meaningful language learning.

On the other hand, classroom practices refer to the actual instructional behaviors that teachers use during the teaching and learning process in ELT classrooms. This includes teachers' selection of teaching strategies such as lecture methods, discussions, or cooperative learning, the level of student participation, and classroom organization. Active learning approach pertains to the extent to which these strategies are effectively implemented. Conversely, contextual challenges are factors that influence how teachers' beliefs are translated into the practice of active learning. Generally, what actually happens

in the classrooms such as teaching methods, activities, and teacher and student interactions is influenced by teachers' beliefs and contextual challenges.

2.1 Conceptual Framework

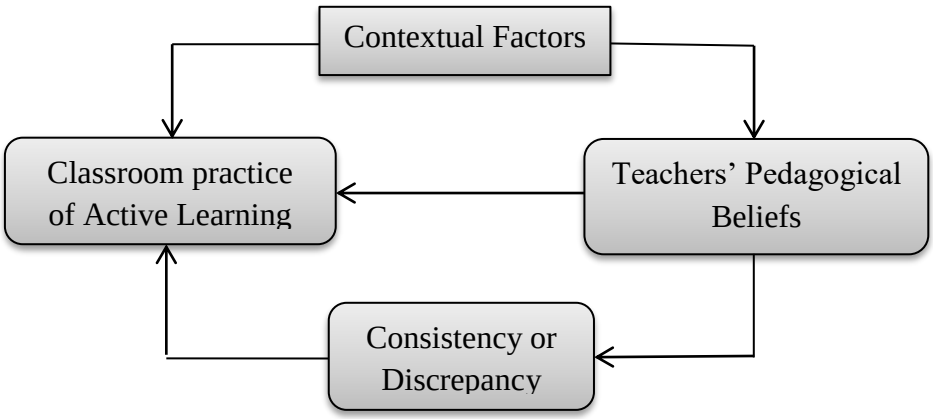

Figure 2.4 Conceptual Framework

As illustrated in Figure 2.4, the conceptual framework of this study involves three major variables: teachers' beliefs, the practice of the active learning approach, and contextual challenges. Teachers' beliefs serve as the foundation for their classroom implementation of active learning approaches. The effectiveness of implementation depends on how well these beliefs align with what they actually do in the classroom. This alignment, however, can be strengthened or constrained by contextual factors that either support or hinder consistency between beliefs and practices. In this framework, teachers' beliefs and contextual factors are independent variables while the practice of the active learning approach is dependent variable. The active learning approach is implemented effectively when teachers hold positive beliefs regarding its significance for students' language learning and when factors that impede its implementation are minimized. As noted by Borg (2003), classroom practices are not arbitrary; they are influenced both by teachers' internal beliefs and by external contextual factors.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Research methodology focuses on the process of the research, the tools, and the procedures to be used during the study (Bobbie & Mouton, 2001). Accordingly, this chapter presents a detailed discussion of methodological framework in conducting the study. It describes the research design, research methodology, research setting, and participants of the study. The text also discusses the data gathering instruments and procedures, data organization system and analysis of the data, along with the ethical considerations.

3.2 Research Design

As stated in the previous chapter, this study aimed to investigate secondary school EFL teachers' pedagogical beliefs about the active learning approach and their actual classroom practices, with particular focus on grades 11 and 12 teachers. Furthermore, the study sought to identify the contextual factors that challenge the implementation of the approach in ELT classrooms. To arrive at the intended objectives, a descriptive survey research design was used in this study, as it enables the researcher to effectively describe the current status of the issue under investigation. The major purpose of descriptive survey research design is to describe the state of concerns as it exists at present and to allow the researcher to come up with what has happened and what is happening (Kothari, 2004). A correlational research design was also employed to examine the relationship between teachers' beliefs about active learning approach and their actual classroom practices. Pajares (2001) argues that teachers' beliefs strongly influence their instructional classroom decisions, but the relationship is often inconsistent. This suggests that examining the degree of alignment between beliefs and practices is essential.

A sequential explanatory mixed-methods approach (Quan$\rightarrow$ Qual) was used in this study. This method was employed since either quantitative or qualitative research design alone cannot provide a comprehensive understanding of the research topic. According to Creswell (2013), mixed method approach is used to generate inclusive evidence and a

thorough understanding of the research topics. In other words, a combination of both methods makes a more holistic view of the issue under investigation. For example, to investigate teachers' pedagogical beliefs about the significance of implementing the active learning approach for students' target language learning, and to obtain general beliefs from many teachers, quantitative data were required. In addition, to deepen the understanding of these beliefs, qualitative data (interview) was used. On the other hand, classroom observation is required to examine the alignment between teachers' beliefs and their classroom practices regarding the approach. Examining teachers' classroom practices related to the active learning approach and identifying the contextual factors affecting its implementation in ELT classrooms also require classroom observation data.

Further, a mixed method research design was used to obtain in-depth information that could be difficult to generate through a single research method and to complement the weakness of one method with the strength of the other method. According to Johnson and Onwuegbuzie (2004), a purely qualitative study is lacking because of the subjective explanation provided by the respondents and the resulting bias, which makes it difficult to generalize the findings to a larger population. In other words, it is judged for departing from the research objectives and for depending on the personal experience of the participants.

On the other hand, a quantitative approach is weak for understanding what is going on in the actual classroom instructions because different factors could shed light on the way teachers teach, and have profound effects on pedagogical practices (Fang, 1996). Hence, combining both methods is important to ensure the reliability of data, to generate open data collection, and to have a holistic interpretation concerning the research problems.

Moreover, a mixed method was used to triangulate the quantitative data with the qualitative insights, thereby strengthening the research validity through extracting comprehensive evidence and a deeper understanding of the research problems. This is because this approach enhances the credibility, validity and reliability of the results, and the overall trustworthiness of the research findings, by minimizing the limitations that come from using a single method. The main purpose of triangulating as a design is to get varied but harmonizing information on the same topic (Morse, 1991).

Regarding the sequence of data analysis, quantitative data were analyzed before qualitative data. However, there was mixing of data in some instances to strengthen the evidence. In general, a mixed-method design was used to triangulate quantitative and qualitative data since it helped the researcher to generate a more comprehensive, detailed, and accurate picture of the issues related to the active learning approach than using either method alone. The following figure illustrates how the data collected, analyzed and discussed.

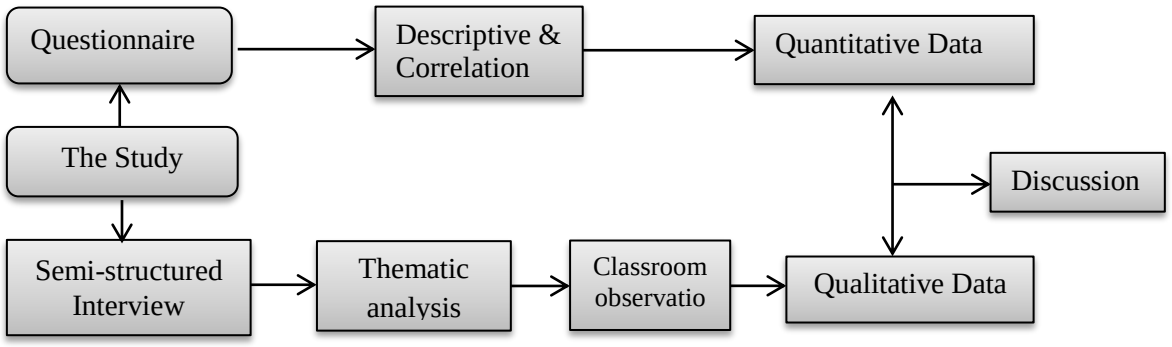

Figure 3.1: Visual Diagram of a Research Design Employed to Collect and Analyze Data.

3.3 Research Setting, Sampling the Study Population and Participants

3.3.1 Research Setting

The study setting refers to the physical and social context in which research is conducted. Describing the study area is essential, as research findings and their interpretations are often influenced by contextual factors (Welford, 1991). Accordingly, this study was conducted in selected secondary schools in the North Shoa Zone (Salale) of the Oromia Regional State, focusing on grades 11 and 12 English classes. The selection of the study setting was based on several considerations. First, a review of the relevant literature, supported by the researcher's professional experience, indicated that no similar studies had previously been conducted in the selected areas. Second, previous studies, classroom observations, and the researcher's professional experience indicated that despite continuous efforts to promote active learning as an effective approach to language learning, its implementation in many classrooms remains largely on conventional teacher-centered instructional practices. This situation makes it important to investigate teachers' beliefs about active learning and their classroom practices. Third, the accessibility of the

study area and the researcher's familiarity with the schools facilitated effective data collection and ensured the feasibility of the study.

In addition, the study targeted secondary schools with the assumption that investigating factors impeding the implementation of active learning could contribute to an effective area of intervention for improving the English language teaching and learning process. Furthermore, grade 11 and 12 levels are crucial stages for students' academic success since they prepare for the transition to higher education and are expected to develop adequate English language skills through various instructional approaches. Finally, focusing on these grade levels allows the study to generate findings that are pedagogically relevant and useful for improving the English language teaching and learning process, by addressing noticeable contextual factors that significantly influence classroom instructions.

Grades 11 and 12 were purposively selected because English teachers often teach both grade levels, enabling the researcher to obtain consistent and in-depth information regarding teachers' beliefs and classroom practices. Furthermore, these grades represent the final stage of secondary education, where effective implementation of active learning is particularly important for preparing students for higher education and future careers. Examining instructional practices at this level can provide valuable insights for improving teaching quality and promoting meaningful student engagement in learning.

3.3.2 Study Population and Sampling

The study focused on English language teachers who taught grades 11 and 12 in North Shoa Zone (Salale). According to the statistical data obtained from the Educational Office of North Shoa Zone (Salale) in the fall of the 2004/5 academic year, there were 52 public secondary schools in 16 woredas of the Zone, including three administrative towns. Out of these 52 secondary schools, 15 (30%) schools were selected for the study using a simple random sampling technique. This technique was chosen because it ensures that every school had an equal chance to be selected. According to Acharya (2013), the simple random sampling technique ensures that each unit within the population has an equal chance of being selected.

Furthermore, the selection of 15 secondary schools was based on the guideline proposed by Sharma (2000), which recommends that 10–20% of the accessible population may be included in descriptive research. In the present study, however, 30% of the accessible population was selected to improve the representativeness and reliability of the findings.

3.3.3 Participants of the Study

At the time of the study, there were 72 English language teachers (58 males and 14 females) teaching in the 15 selected secondary schools. Since the population size was manageable, all teachers were included in the questionnaire survey using a census (complete enumeration) sampling technique. According to Kothari (2004), a census approach is appropriate when a high level of accuracy is required and the target population is sufficiently small to allow the inclusion of all members.

In addition, six teachers were selected for interviews and five teachers for classroom observations from among those who completed the questionnaire. These participants were chosen using purposive sampling based on their educational qualifications, teaching experience, and willingness to participate in the study. This sampling technique was employed to obtain rich, relevant, and in-depth information regarding the phenomenon under investigation (Yin, 2011).

Table 3.1 Teacher Respondents' Background Information

Categories	Details	Frequency	Percent (%)
Gender	Male	58	80.06%
	Female	14	19.04%
	Total	72	100%
Qualification	BA	4	5.6%
	MA	68	94.4%
	Total	72	100%
Teaching Experience	1-5 years	-	0%
	6-10 years	8	11%
	11-15 years	14	19.6%
	16 and above	50	69.4%
	Total	72	100%
Grade They Teach	Grade 11	28	39
	Grade 12	26	36
	Grade 11& 12	18	25
	Total	**72**	**100%**

As indicated in Table 3.1, out of 72 English language teachers who completed and returned the questionnaire, 58 (80.6%) were males, whereas 14 (19.4%) were females. With regard to qualifications, 68 (94.4%) of them were MA degree holders, while 4 (5.6%) were BA degree holders. In contrast to the teachers' demographic variables discussed above, there is variation in the teaching experience of the participants. Out of 72 teachers, 8 (11%) had teaching experience of 6-10 years, 14 (19.6%) had 11-15 years, while 50 (69.4%) had 16 years and above.

Regarding the grade levels they teach, 28 (39%) teachers teach grade 11, whereas 26 (36%) of them teach grade 12. On the other hand, 18 (25%) teachers teach both grades 11 and 12. Overall, this study recruited 72 secondary school EFL teachers (grades 11 & 12) for questionnaire data gathering. Furthermore, six teachers were selected for interviews and five for classroom observations, based on their qualifications, experience, and willingness to participate in the study.

3.4 Data Collection Instruments

In order to obtain adequate data for addressing the research objectives, the study employed three types of data-gathering instruments. They are questionnaires, semi-structured interviews, and classroom observations. In the following sections, a detailed discussion of each instrument is given.

3.4.1 Questionnaire

In the present study, a questionnaire was used as one of the main data-gathering instruments. This instrument enabled the researcher to investigate teachers' pedagogical orientations toward the implementation of active learning, their classroom practices, and the contextual factors affecting the effective implementation of the approach. Regarding the use of questionnaires, Selinger and Shohamy (1989) argue that they are useful for collecting data on phenomena that are difficult to observe directly, such as beliefs, perceptions, attitudes, self-concepts, and preferences. Furthermore, questionnaires are among the most commonly used data-gathering instruments because they facilitate the collection of large amounts of information within a relatively short period and enable researchers to reach a large number of respondents (Kothari, 2004). Therefore, the

questionnaire was employed as one of the principal data-gathering instruments to obtain relevant information for the study.

The study utilized a closed-ended questionnaire. According to Bailey (1994), data obtained through closed-ended questionnaires are easier to analyze than those collected through open-ended items. Furthermore, closed-ended questionnaires reduce respondents' reluctance to complete all items, as they require less time and effort to answer. They also facilitate the management of subsequent interviews by helping the researcher identify issues that may require further clarification and reducing the likelihood of overlooking relevant information.

To design a questionnaire for the study, previously used local and international questionnaires were reviewed. Particularly, questionnaires developed and used by Horwitz (1987) were adapted with modifications made to most items and constructs to fit with the objectives and setting of the current study. Moreover, items that address contextual factors challenging the implementation of the active learning approach in ELT classrooms were developed following a review of relevant literature, including works by (Bonwell & Eison, 1991; Prince, 2004).

After designing the questionnaire, the researcher gave them to his supervisor for constructive comments. The supervisor then gave constructive comments on the contents and formats of the questionnaire forms and returned them to the researcher. Accordingly, the researcher revised the questionnaires based on the comments given by the supervisor and made them ready for data collection.

To produce responses available for statistical analysis, the questionnaires were designed using Likert-scale and frequency-based items. Therefore, respondents were asked to respond to each item based on the given alternatives. The questionnaires consist four pages divided into five sections. The first section (1-4) items collects background information about the respondents including sex, level of education, teaching experience and the grade level they teach (see Appendix A, Part I). The second section (1-27) items deals with teachers' beliefs regarding active learning approach, and has three subsections. These include teachers' beliefs about the importance of active learning for the students' effective

language learning (12 items); teachers' beliefs about their professional role in active learning classes (10 items); and teachers' beliefs related to their implementation of the approach (5 items). Accordingly, teachers answered each question using a five-point Likert scale ranging from 'strongly agree' to 'strongly disagree' (see Appendix A, Part II).

The third section comprising of items (1-10) represents teachers' self-reports about their classroom practices related to active learning approach. Teachers answered to each item using a frequency scale ranging from 'very frequently to not at all' (see Appendix A, Part III). The fourth section consisting of items (1-14) deal with the frequency with which teachers implement different types of active learning strategies in ELT classrooms (see Appendix A, Part IV).

Part V focuses on contextual factors that challenge teachers in implementing the active learning approach in their ELT classes. This part consists of 28 items organized into three sections: teacher- related factors (10 items), student-related factors (10 items), and resource related factors (8 items). For this section, respondents were asked to rate each item using a Likert scale ranging from 'strongly agree' to 'strongly disagree' (See Appendix A, Part V). Overall, a total of 79 Likert-Scale items were set to obtain quantitative data.

3.4.2. Interviews

In this study, interviews were used as one of the data-gathering instruments due to their value in descriptive research. As Patton (1990) notes, an interview is a qualitative research method that involves face-to-face interaction and can provide deeper insights into individuals' thoughts, behaviors, beliefs, feelings, and responses to important issues. Interviews were conducted following the administration of the questionnaire to facilitate an in-depth investigation of teachers' beliefs regarding the implementation of the active learning approach and their actual classroom practices. They were also used to identify the major contextual factors that hinder the effective implementation of this approach in ELT classrooms. Furthermore, the interviews enabled the researcher to cross-check the findings obtained from the questionnaire and to complement the quantitative data with qualitative insights. All interviews were audio-recorded with the participants' consent.

Therefore, in this study, a semi-structured interview was employed to gather relevant information from the participants. According to Kvale (1996), a semi-structured interview is a flexible data collection method that allows the interviewer to raise additional questions during the interview and encourages interviewees to elaborate on issues based on their responses. Moreover, because the semi-structured format enables participants to express their views and experiences more freely, the researcher believed that it would provide insights that might not be obtained through the questionnaire alone. The interviews were conducted with participants whose ELT classrooms were subsequently observed.

The purpose of interviewing the participants who were later observed was to enable the researcher to engage in open-ended discussions through which participants could share their experiences, feelings, and illustrative examples that might not have been captured through the survey. Furthermore, the interviews helped triangulate the data obtained from different instruments, thereby enhancing the validity and credibility of the findings and generating rich, contextualized data. This approach also enabled the researcher to move beyond identifying what was occurring in ELT classrooms to understanding why and how these practices occurred, leading to more comprehensive and meaningful research outcomes. As stated by Sarantakos (1998), interviews have several advantages, including flexibility, a high response rate, opportunities to observe non-verbal behavior, the ability to clarify misunderstandings, and the capacity to obtain complete and detailed information.

It is recommended that interviewers have an interview guide prepared in a semi-structured interview format. Lindlof and Taylor (2002) suggest that an interview guide arranges topics and questions based on the research questions that help an interviewer to ask in different ways for the research participants. Thus, the researcher used an interview guide during the interview because it provided him as guidance to follow up the dialogue that was held between them (interviewer and interviewee) with specific concerns (see Appendix B).

Therefore, semi-structured interview questions were developed thematically to align with the questionnaire used in this study. The interview items were designed based on the study's main research questions, focusing on teachers' beliefs about the active learning approach, their classroom practices related to it, and the contextual factors that hinder its

implementation. Six EFL teachers, selected from among those who had completed the questionnaire, participated in the interviews using purposive sampling techniques (see Section 3.3).

3.4.3 Observation

Classroom observation was the other data-gathering instruments used in this study. Observation is a crucial tool employed in quantitative and qualitative research approaches for collecting authentic and pertinent data on teachers' and students' behaviors in real contexts (Kothari, 2004). It enables the researcher to study people in their natural environment and to understand events from the perspective of those being observed. Therefore, non-participant observations were conducted in this study to obtain data related to the research objectives. The purpose of conducting classroom observations were to examine to what extent teachers' responses from questionnaires and interviews regarding the active learning approach were aligned with what was actually practiced in ELT classrooms.

Furthermore, classroom observation was conducted to validate data obtained through the questionnaires and interviews. This enabled the researcher to provide further insights and to validate if the teachers' reports aligned with their classroom practices (Fang, 1996; Kane et al., 2002). In other words, classroom observation data enable researcher to validate what teachers claim to believe about active learning with what they actually implement in classroom contexts. Classroom observations were also held to examine the suitability of classroom conditions for implementing an active learning approach, such as class sizes, students' seating arrangements (fixed or flexible), teaching materials, and teacher and student interactions.

Collectively, to determine how the physical learning context supports or constrains the effective use of active learning approaches in ELT classrooms. Classroom condition is a product of the interaction between and among students and teachers and also exerts an influence on the social interaction and learning capabilities of students (Paul et al., 2017).

To achieve the intended objective, the researcher observed five EFL teachers from five schools who had participated in the questionnaire and interview, using purposive sampling

and non-participatory observation techniques. Each teacher was observed twice in different consecutive periods lasting, for 42 minutes, and resulting in a total of ten classroom observations. Accordingly, three EFL teachers from grade 11 and two EFL teachers from grade 12 were observed. The classes were selected based on the participants' willingness, their availability during the data collection process, and their teaching experiences. This helped the researcher to get rich and relevant data (Yin, 2011).

During each classroom observation, the researcher went to the classrooms with the teachers who were being observed and sat at the back of the classroom to observe the instructions from the beginning to end. The researcher attempted to capture the major teaching events going on in the classroom by taking notes. The observation involved the physical conditions of the classrooms, such as students seating arrangements, class sizes and materials (textbook &teaching aids). It also examined teacher's instructional activities, such as ways of lessons delivery, organization and comment provided. Students' participation and interaction, engagement in the teaching-learning process, classroom organizations (individual activities, pair work or group discussion). Mode of interaction, and how teachers followed up on students' progress were part of the observation. Additionally, teachers' use of authentic instructional materials such as charts, posters or audio resources besides books, and students' participation observed (See Appendix C). The classroom observations were audio-recorded with the consent of the teachers being observed to increase the accuracy and relevance of the observed lessons.

For classroom observations, the researcher did not select the skills or content taught by the teachers. The objective of classroom observation was to examine teachers' practice of the active learning approach and the classroom conditions that support its implementation. This was done in correspondence with teachers' responses gathered through questionnaire and interviews. For the convenience of discussion, ten classroom observations were conducted with five EFL teachers, followed by questionnaire and interview sessions. Accordingly, the results of the classroom observations are briefly discussed below.

During the analysis of the observational data, the researcher first transcribed the audio-recorded data. This was significant because the consecutive activities audio recorded required review to ensure that the transcription was clear and free from error as much as

possible. As noted by Bogdan and Biklen (1992), the analysis of observational data requires a systematic procedure that involves organizing, transcribing, interpreting the data; discussing the results and reporting the findings. The transcribed data were also cross checked aligning with taken notes during classroom observation. The results obtained from the classroom observations data were then briefly described, interpreted, and discussed in relation to individual teacher's classroom instruction. This included individual teacher classroom lesson reports, the physical condition of the classrooms and facilities, and an analysis of teachers' classroom activities; specifically, the introduction, presentation, and discussion phases (See Section, 4.4).

3.5 Data Collection Procedures

The researcher followed a structured procedure during the data collection process. First, a formal letter was submitted to the school principals requesting their consent to conduct the study. Subsequently, a discussion was held with the principals and department heads of the fifteen selected secondary schools (Grades 11 and 12) to explain the objectives of the study before administering the questionnaires. Then, the researcher informed the participants about the purpose of the study, the data collection process, and the procedures for distributing and returning the questionnaires. The questionnaires were then distributed to all participants in the selected schools. All teachers completed and returned them through various means, including school principals, friends, department heads, colleagues, and direct submission to the researcher. However, the process took about an additional 20 days beyond the scheduled timeline as some teachers were uncomfortable and delayed in completing and turning in the questionnaire on time.

After collecting the questionnaire, the researcher spoke with six participants who were selected from the respondents for the purpose of conducting interviews and classroom observation. He explained how the interviews would be conducted and introduced relevant ethical considerations. The interviewees agreed on a convenient day for the interview and consented to have their voices recorded using a mobile device (Galaxy A4). After an individual interview was conducted with each participant, classroom observations were conducted with five teachers who had participated in both questionnaire and interview

sessions. Finally, the data were analyzed and discussed, and conclusions and recommendations were made based on the research findings.

3.6 Data Organization and Analysis Procedure

3.6.1 Quantitative Data Analysis

After gathering the available data, the next step involved organizing, analyzing, and interpreting the data according to the sequence in which it was collected. The quantitative data were organized and analyzed with the help of the SPSS software computer program, version 26. Since the questionnaire items were presented in a Likert scale format, descriptive statistical tools, such as mean and standard deviation were employed. As Dornyei (2007) states, the most commonly reported statistics are mean (M) and standard deviation (St. D). The mean values signify information about respondents' average scores, while the standard deviation represents the extent of variation among the scores, indicating how far the data points deviate from the mean values.

Using a Likert scale, numerical values were assigned to participants' responses, and the questionnaire items were coded using two distinct approaches. The items that assess teachers' beliefs about active learning and the contextual factors influencing their implementation were coded as follows: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). Conversely, teachers' classroom practices of active learning were rated using the following scale: very frequently (5), frequently (4), sometimes (3), rarely (2), and not at all (1).

Then, the data obtained from each section of the questionnaire items were analyzed and presented separately in tabular form to facilitate clarity. Additionally, correlational analysis was conducted to examine the degree of alignment between teachers' beliefs and their classroom practices regarding the active learning approach, employing Pearson's product moment correlation coefficient.

3.6.2 Qualitative Data Analysis

The qualitative data analysis was employed to examine the interview and classroom observation data. Accordingly, the interviews data were analyzed descriptively using

thematic analysis approach. First, the audio-recorded interviews were transcribed, coded thematically based on the research questions. Then, the coded data were organized into structured formats to ease triangulation with the quantitative data. Thirdly, the data obtained from the classroom observations were briefly transcribed, described, interpreted, and analyzed. This included classroom physical conditions and facilities in relation to the implementation of active learning, analysis of individual teachers' classroom activities in terms of teacher and student interactions, and instructional activities (see Sec, 4.4). Fourthly, representative data for the findings and discussion sections were chosen and analyzed with brief reports based on the requirements of each situation. In the process of analysis and discussion, there were extensively mix of results and crosschecking of the obtained data using all instruments (questionnaire, interview, and classroom observation).

The questionnaire results were triangulated by analyzing and discussing the data obtained through interviews and classroom observation. Finally, grounded on the results that emerged from the data collected through the questionnaire, interviews and classroom observations, summary, conclusion, and implication were provided before reliable and valuable recommendations were made.

3.7 Validity and Reliability

According to Best and Kahn (1998), validity refers to the quality of a data gathering technique that allows it to measure what it is intended to measure, while reliability refers to the degree of consistency that an instrument or data gathering process establishes. Therefore, to confirm the trustworthiness of the research and its results, the researcher addressed issue of the research validity and reliability through various means. The data gathering instruments were organized based on the reviewed literature. They were further reviewed by various experts such as the supervisor and two senior PhD candidates before distribution. In addition, the results of the pilot study contributed significantly in consolidating the validity of this study.

To assess the internal consistency of the questionnaires, the researcher evaluated the reliability coefficient for each section of the instrument. Accordingly, based on the internal consistency estimates, Cronbach's alpha coefficients were calculated for the various

constructs. The reliability coefficient for teachers' beliefs regarding active learning was 0.777, while a classroom practice was 0.780. In addition, the reliability coefficient for the contextual factors that challenge the implementation of the approach was found to be 0.751. Therefore, these values indicate that the instruments demonstrated acceptable levels of reliability in terms of internal consistency.

On the other hand, the reliability of the interview questions was ensured through the use of a thematic analysis approach. This was achieved through organizing, coding, and categorizing the data obtained from the interview sessions to maintain consistency in interpretation. In addition, non-Participant classroom observation was used for classroom observation.

3.8 Ethical Consideration

All ethical principles were meticulously practiced throughout the study. Participants were asked to confirm their willingness to participate before data gathering started. They were informed that their privacy, confidentiality and the anonymity of the information they provided would be kept, and their agreement was secured thereafter. Accordingly, the participants were told not to type their names. Furthermore, during data analysis, the participates were coded as T-01 (Teacher One), T-02 (Teacher Two) and T-03 (Teacher Three), T-04 (Teacher Four), and T-05(Teacher Five) instead of their real names. Moreover, the participants provided informed agreement: They were made aware that they were free to withdraw from questionnaire, interviews or classroom observation at any phase if they no longer want to take part.

3.9 Summary of the Pilot Study Results

In academic research, conducting a pilot study provides essential benefits that improve the quality and reliability of the main study. This is because, it represents a small-scale trial of the intended main study and serves as a preparatory step that enables the researcher to assess the practicality of the research design. It also offers an early indication of potential challenges that may exist during the study, allowing the researcher to make necessary adjustments in advance. In addition, a pilot study plays an important role in evaluating the acceptability, clarity, and effectiveness of research instruments, such as questionnaires,

interviews, and observation checklists, ensuring that they are capable of collecting valid and reliable data.

Furthermore, it helps in assessing the effectiveness of participant recruitment strategies and determining appropriate sample sizes for the main study, which is vital for achieving statistically meaningful results. A pilot study also provides the researcher with practical experience in the research process, enhances data collection methods, and improves time management. Overall, a pilot study serves as a testing ground for methodological instruments and procedures, strengthening the design, reliability, and overall success of the subsequent main study. Therefore, in this study, further evidences of the appropriateness of the data collection and analysis instruments and process gained through conducting a pilot study before the main study.

The pilot study was conducted in North Shoa of the Oromia Regional State (Salale).The primary objective of this pilot study was to gain insights for establishing an appropriate research design for the main study. Specifically, it aimed to examine the relevance and clarity of the data collection instruments: namely, questionnaires, semi-structured interviews, and classroom observations, and to assess their effectiveness in addressing the research objectives. In order to avoid redundancy, only a concise summary of the pilot study findings is presented in this section while detailed discussions are integrated into the main study findings.

Therefore, three secondary schools, Abdisa Aga, Debretsige, and Mukaturi Secondary Schools, were selected for the pilot study, with a total of 22 participants (19 male and 3 female), who taught grade 11 and 12. These schools were selected based on their geographical accessibility to the researcher, availability of relevant teachers, and willingness of participants to administer data-gathering instruments and monitor the pilot process effectively. However, for the main study, these schools were excluded. All participants completed and returned the questionnaires. Moreover, three EFL teachers were selected from the questionnaire respondents for interviews and classroom observations using purposive sampling technique. This approach was employed to select participants based on their willingness to participate and their teaching experience, which was considered essential for obtaining in-depth information. In addition, they provided

complete questionnaire responses and were accessible for interviews and classroom observations, which enabled the collection of relevant data.

Findings from the questionnaire and interviews showed that teachers hold positive beliefs about the significance of implementing an active learning approach in ELT classrooms for students' effective target language learning. However, results from classroom observations revealed that teachers mainly rely on teacher-centered methods with minor incorporation of active learning like pair work and group discussions.

The main identified factors that affected the implementation of active learning in EFL classes were dominant teacher-centered methods, students' low English language proficiency, and a lack of motivation. Other identified factors included a scarcity of teaching and learning materials, a shortage of instructional time, large class sizes, fixed seating arrangements, and a lack of teaching resources. Therefore, such an absence of a relationship between teachers' positive pedagogical beliefs and their classroom practices may result from contextual constraints that hinder the effective translation of beliefs into practice. Generally, the study's findings indicated the possibilities of investigating EFL teachers' beliefs about the active learning approach and their classroom practices.

3.9.1 Lesson Learned From the Pilot Study

The researcher gained valuable lessons from the pilot study, which helped him to improve the design and conduct the main study in a better way. Specifically, it provided an opportunity to evaluate the reliability, clarity, and appropriateness of the data collection instruments, addressing to necessary revisions and modification. Accordingly, some questionnaire items were modified while others removed. Furthermore, other items were combined due to redundancy and lack of clarity in their wording. For example, in Part I, which focuses on teachers' background information, two items "number of periods taught" and "average number of students per class" were removed because they were not directly relevant to the research objectives. In addition, five other items were excluded because they did not align with the specific objectives of the study. The remaining items were carefully revised to enhance their clarity, coherence, and relevance, ensuring that the items

more effectively address data aligned with the study objectives and enhance the overall quality of the research

One of the research objectives was to identify factors affecting the implementation of the active learning approach in ELT classrooms. Therefore, in the pilot study, some factors such as teacher, student, and resource-related variables were analyzed collectively. However, in the main study, these factors were analyzed and presented separately to obtain a clearer interpretation analysis of their individual effects, and to facilitate a comparison of the relative influence of each category.

Another important insight that the researcher learned from the pilot study was related to the process of conducting interviews. Although he attempted to provide essential information before conducting the interview, some participants were unable to adequately address the required issues, largely because the information provided was insufficient and lacked clarity. This constraint affected the depth and relevance of the responses attained. Therefore, in the main study, the researcher had a formal pre-interview discussion with participants to explain the purpose of the interview, outline the major themes to be discussed, and ensure that they had a shared understanding of the key concepts.

In the data collection process through interviews, the researcher realized that some of the interview questions were not clearly framed. As a result, certain questions were perceived as ambiguous and could lead to inconsistent responses. For example, questions such as "What do you think about implementing the active learning approach in your ELT class? Why? Is it applicable or not? If yes, how, if not, why not?" and "Do you face any problems?" were found to be too broad and insufficiently specific. This was because these types of questions might have confused participants to provide focused and relevant answers. Therefore, for the main study, the researcher revised and modified the interview questions to improve their clarity, specificity and alignment with the research objectives. In addition, some structured items were added to elicit more detailed and coherent responses from participants.

Furthermore, during the pilot study, the researcher used a checklist to guide classroom observations. However, based on the insights obtained from the pilot study and the

feedback offered during the pilot defense, some procedures were revised for the main study. For example, the researcher employed observation field notes and a recording device to capture comprehensive data and to document classroom interactions more effectively.

The data for this pilot study were collected during the second semester, from April one to May thirty. Teachers were busy completing the portion, especially grade 12 teachers who were preparing students for the national examination. They were reluctant to spend time filling out questionnaires or participating in interviews. Even during observation times, they offered various reasons for not being observed, stating that they were conducting revision, or grading student work. Thus, for the main study, the data were collected early of the second semester starting from February 15 to March 30 in order to reduce the teachers' hesitation and to get adequate data gathering time.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

As stated in the preceding chapter, the main objective of this study was to investigate secondary school EFL teachers' beliefs about the active learning approach and their actual classroom practices. The study also aimed to examine whether teachers' beliefs align with their classroom practices of the approach. In addition, it sought to identify the main contextual factors that affect teachers' implementation of the approach. Therefore, this chapter presents a comprehensive analysis and discussion of the data collected through questionnaires, semi-structured interviews, and classroom observations.

Based on the data gathered for the purpose of this study, this chapter is divided into two main sections. The first section presents the quantitative data collected from 72 respondents through questionnaires, which were analyzed and discussed using descriptive statistical tools such as mean, standard deviation, and correlational analysis using SPSS software, version 26. Data obtained from each questionnaire were presented independently. However, the researcher also attempted to triangulate the information obtained from interviews and classroom observations.

The second section presents the data collected from interviews and classroom observations. The interview data were analyzed descriptively, and brief reports were prepared following a grounded theory approach. Similarly, the classroom observation data were presented through brief reports based on teacher's instructional patterns and students' behaviors. However, during the analysis and discussion, information obtained from questionnaires, and classroom observations was cross-referenced to triangulate and support the findings from each data source.

4.2 Data from Teachers' Questionnaire

In this section, the responses of the participating EFL teachers to the 80 questionnaires items were systematically categorized into three thematic areas. These included teachers'

beliefs about active learning, their instructional practices, and the contextual factors that hinder the effective implementation of the approach. These categories were developed based on the research objectives, as they reflect both the teachers' perspectives and their actual classroom practices.

4.2.1. Teachers' Beliefs Related to the Significance of ALA for Students' Learning

This section presents 12 items designed to examine teachers' beliefs about the importance of implementing active learning to enhance students' English learning outcomes.

Table 4.1: Teachers' Beliefs about the Importance of Active Learning

No	Items	Mean	SD
1	Active learning encourages learning with real-life settings, as activities make students use language in authentic context.	4.33	0.822
2	The quality of education can be improved if teachers implement an active learning in their ELT classes.	4.29	0.072
3	Active learning plays a vital role in providing opportunities for cooperative learning and interaction among students.	4.26	1.021
4	The students' cultures of working together and sharing. experiences are improved when they learn by ALA	4.24	0.927
5	Active learning helps students understand ways of critical thinking and problem-solving ability	4.22	0.953
6	Active learning enhances students' self-confidence for participation in English classes.	4.20	0.894
7	Active learning helps students to develop their English skills far beyond their knowledge of linguistic structures	4.17	0.993
8	Active learning contributes to better success of students' English language skills than teacher- centered method	4.15	1.083
9	Active learning values student-centeredness and makes them more responsible for their own learning.	4.03	1.021
10	The students' English for communicative competence is increased when they learn through active learning.	3.68	1.904
11	I know that active learning places a significant burden on teachers to manage the teaching- learning process	2.57	1.207
12	Using active learning in ELT class takes much class time so that it is difficult to cover the portion in a given semester.	2.50	1.267
	Grand Mean Score	**3.88**	**1.039**

Scale: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1)

As shown in Table 4.1 above, the mean values for individual statements are presented in descending order for clarity. As evidenced in the above table, the teachers' mean responses to the first six consecutive items (1 - 6) indicated 'strongly agree', with mean scores ranging from 4.33 to 4.20, respectively. These mean values indicated that a relatively large number of teachers recognized the importance of implementing an active learning in English language classes to foster students' English language learning and their lifelong skills in practicing the language effectively. According to Kember (2005), active learning develops students' cooperative learning, critical thinking and problem-solving skills, which are essential for adapting to future career demands.

For instance, the participating teachers strongly agreed with the statement that emphasizes that active learning encourages students to learn in real-life settings and makes to use language in authentic contexts (M = 4.33, SD =0.82). The standard deviation also shows moderate level of agreement, with slight variations regarding the intensity of teachers' beliefs. Furthermore, the teachers strongly agreed with the statement that the quality of education can be improved when students learn through active learning strategies, which received the second largest mean score (M = 4.29, SD = 0.07). They also agreed that the approach provides opportunities for cooperative learning and promotes genuine interaction among students (M = 4.26, SD =1.021).

In addition, the participants strongly agreed that implementing this approach enhances students' cultures of working together and sharing experiences (M = 4.24, SD=.927), and helps them develop critical thinking and problem-solving skills (M = 4.22, SD = .953). Birdwell and Harris (2022) asserted that the implementation of active learning not only fosters students' critical thinking skills and problem-solving abilities but also enhances the overall quality of education.

The teachers' mean responses to four items also indicated agreement. This suggests that the teachers were convinced that implementing active learning has multiple benefits for students' learning outcomes. These include developing students' English language skills (M = 4.17, SD = .993), valuing student-centeredness for their learning (M = 4.03, SD=1.021), and enhancing their communicative competences (M = 3.68, SD = SD=1.904).

Conversely, the last two consecutive items (11 and 12), which indicate that the use of active learning requires considerable time to cover the portion within a given semester and places a significant burden on teachers in managing the teaching-learning process, received disagreement with mean values of (M = 2.57, SD=1.207, and M = 2.50, SD=1.267), respectively. In other words, teachers feel that using active learning does not make it harder to complete the syllabus within the semester. They also believe that this approach does not add extra burden when encouraging students to participate. These insights suggest that implementing active learning in ELT classrooms allows teachers to cover the required content on time while lightening their workload, as students take on some responsibility for their own learning.

Therefore, the data indicate that the respondents perceive active learning positively as it is a significant approach for enhancing students' language learning and improving the overall quality of education. All participants agreed that implementing active learning increases student participation, facilitates peer-to-peer learning, and encourages the sharing of experiences and knowledge. Literature, such as Chet et al. (1993), asserts that active learning is crucial for addressing students' loss of attention and accommodating diverse learning styles. Besides, the practice of active learning not only enhances students' critical thinking and problem-solving ability but also improves the quality of education (Harrie et al., 2014). This suggests that effective learning requires active engagement by its nature, and that individuals learn through different strategies.

The result that emerged from the teachers' interview also indicated that teachers perceive the active learning approach positively. They explained that implementing active learning in ELT classes has tremendous advantages for the students' success in learning the target language. As they stated, students participate actively in the teaching and learning process so that they improve their understanding. They are also involved in their own learning instead of expecting everything from the teacher. While teachers expressed strong beliefs about the significance of implementing active learning for the students' learning of the language, these convictions were rarely demonstrated in the actual classroom practices observed during the study session (see Sec 4.3). This discrepancy highlights a critical issue. Despite recognizing the value of active learning, teachers reported significant

barriers to its implementation, such as unfavorable classroom conditions, shortage of time, large class sizes, and varying student backgrounds. These findings align with the findings of Woon and Kember(2000) that effective active learning, requires supportive environments that promote critical thinking and problem-solving skills essential for students' future careers.

In general, the overall grand mean score for the 12 items was (M = 3.88), indicating that teachers perceive active learning positively regarding its significance for students' effective learning. However, these positive beliefs were not consistently evident in the observed ELT classes during the study. Teachers were mostly seen using teacher-centered methods, incorporating strategies such as pair work and question-and-answer activities occasionally. This finding is consistent with the studies of Mulatu and Bezabih (2018), which reported that although teachers hold favorable views of the active learning approach, they largely continue to rely on traditional teacher-centered practices. Therefore, addressing the barriers that obstruct teachers from implementing active learning is important for translating these theoretical positive perceptions into effective classroom instructions. The next section analyzes data collected from ten items, designed to investigate EFL teachers' beliefs regarding their pedagogical roles in active learning classrooms.

Table 4.2: Teachers' Beliefs about their Professional Roles in Active Learning Classrooms

No	Items	Mean	SD
1	My roles is to select and teach an appropriate topic to students	4.31	1.187
2	I teach through communicating and challenging activities	4.29	1.126
3	Monitoring Student Learning and Problem Solving	4.25	1.044
4	As a facilitator, I balance students' engagement in collaborative and self- directed tasks	4.21	0.959
5	I assess learning and encourage problem-solving.	4.15	1.044
6	I must differentiate instructions to meet students' individual needs	4.08	1.148
7	I am responsible for planning activities that encourage students participation	4.03	1.186
8	My role is to provide students with clear guidance on improving their English	4.01	1.120
9	Understanding active learning practices in EFL classes.	3.99	1.181
10	My role is to foster positive relationships among students and with them	3.75	1.286
	Grand Mean Score	**4.04**	**1.128**

Scale: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1)

Table 4.2 presents the results of ten items designed to collect data on teachers' beliefs about their professional roles, particularly within the context of active learning classes. These beliefs are critical for understanding how teachers perceive their responsibilities in facilitating effective learning environments for students' target language learning. As shown in the table, teachers' responses to the first four consecutive items revealed 'strongly agree', with mean scores ranging from 4.31 to 4.21 in descending order. These mean values indicate that teachers are aware of the pedagogical roles they expected to play in active learning classes. For example, participants strongly agreed with the statement that one of the teacher's roles in active learning class is selecting and delivering an appropriate topic for the students' learning (M = 4.22, SD=1.187). In addition, they strongly agreed with the statement emphasizing that one of the teacher's roles is communicating knowledge through interesting and challenging activities (M = 4.29, SD=1.126). Similarly, monitoring students' level of understanding and balancing their engagement in both collaborative and self-directed tasks received strong agreement, with mean scores of (M = 4.25, SD= 1.044 and 4.21, SD=0.959) respectively.

This reveals that respondents overwhelmingly acknowledged their critical roles in the teaching and learning process within ELT classrooms. These roles involve guiding the students' levels of understanding, balancing learning between higher and lower achievers, and facilitating active participation. As noted by Murphy (1993), the roles of teachers in active learning classes include developing a comfortable environment for students' discovery, evaluating their learning progress, and promoting social interaction among students. Teachers should create favorable learning environments and present lessons in an engaging manner (Arbona, 2016).

Likewise, the results obtained through interview sessions support the survey's findings. The teachers reported that the successful implementation of active learning classroom is contingent upon the teachers' classroom roles. These roles involve facilitating a favorable classroom atmosphere for the students' learning, organizing, encouraging, helping students to learn through collaboration, and promoting social interaction among the students. Therefore, students actively participate, think critically, and cultivate a collaborative learning culture under the teacher's facilitation. According to Freeman (1998), effective

strategies include connecting classroom activities to learning objectives, designing collaborative tasks, and encouraging peer interactions among the students. However, while the mean values portrayed strong agreement, the standard deviation of the first three items relatively distant from the means. This shows that while some teachers strongly agreed, others might be undecided or disagrees, indicating less agreement on these points.

On the other hand, the teachers' mean responses to the majority of the items (six items) revealed agreement, with mean scores ranging from (4.15 to 3.75). This suggests that participants granted their significant role in ELT classes, supporting students throughout the teaching and learning process. For instance, the participants agreed with statements indicating that one of the teacher's role in active learning class is assessing the level of students' understanding and involve them in problem-solving activities (M= 4.15, SD =1.04). They also agreed with the statement that their role is to maximize positive relationships among students and between the teacher and students (M=3.75, SD=1.28). That is, the teachers believe that to effectively help students learn English; they need to foster supportive teaching and learning environments. These environments should inspire students to learn the language and actively engage in their educational journey. As Richards and Lockhart (1994) noted, teacher-centered methods replaced by learner-centered where teacher's role is adopting various learning context like manager, facilitator, planner, motivator, and group organizer to support individual learners based on their learning backgrounds.

Furthermore, during the interview sessions, majority participants asserted that students actively participate, think critically, and cultivate a collaborative learning culture under the teacher's guidance. This qualitative data strongly supports the quantitative data emphasizing that the role of the teacher is facilitating learning contexts so that students learn independently. Teachers assume a less dominant role; rather than engaging in direct instruction, they guide students through conversation and questioning (Rotgans & Schmidt, 2011). This advocates that teachers possess strong practical knowledge about active learning, which plays an important roles in facilitating effective learning environments, where students learn effectively. This finding contrasts with the pervious study Telore and Damtew (2023) who conducted a research on the roles of teachers in active learning

classes and concluded that teachers' lack a proper understanding of active learning and its associated practices.

The following five items were designed to obtain data on teachers' beliefs about their use of the active learning approach in ELT classrooms. Understanding these beliefs is crucial for assessing the extent to which teachers perceive themselves as practicing this approach in their ELT classrooms. Therefore, the results of the questionnaire are presented in the table below.

Table 4.3: Teachers' Beliefs Regarding the Implementation of Active Learning

No	Item	Mean	SD
1	I believe that students learn most effectively when I use active learning strategies	3.75	1.207
2	I have the skills to use a variety of active learning strategies such as cooperative learning, debate, role-playing, and debate	3.64	1.101
3	I am confident in implementing an active learning approaches	3.42	1.351
4	I have limited awareness of active learning approach,	2.56	1.361
5	I believe that I am effectively implementing active learning approach in my EFL classes	2.33	1.361
	Grand Mean Score	**3.03**	**1.276**

Scale: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1)

As shown in Table 4.3 above, teachers demonstrated a degree of agreement with the first three consecutive items. Specifically, they believe that students learn optimally when they use active learning strategies in ELT classrooms (M = 3.75, SD = 1.19). This indicates that teachers believe that students learn more effectively through active learning classes than through the teacher-centered teaching methods. Furthermore, the teachers' mean responses about having the skills of using a variety of active learning strategies (M = 3.64, SD = 1.10) suggest that they possess the necessary skills to use a variety of active learning strategies, such as cooperative learning, role-playing, and debate in ELT classes. That is, teachers reported that they hold the skill of applying various active learning strategies in their ELT classrooms. Similarly, teachers' self-confidence in implementing an active learning also revealed agreement, with a mean score of (M = 3.42 and SD = 1.35).

This data suggests that teachers hold a strong belief that using active learning strategies in ELT classrooms is significant for students' English language learning. This also indicates that teachers perceive themselves as having the basic pedagogical skills required to practice an active learning approach and a reasonable level of confidence in implementing the approach. However, the standard deviation is slightly higher, indicating a somewhat greater variation in responses, yet the overall trend remains positive. Hence, based on these data, it can be concluded that teachers believe students learn more effectively through the active learning approach than through the teacher-centered methods. It can also be inferred that teachers believe they possess the skills necessary to implement this approach in their ELT classrooms.

On the other hand, the teachers' mean responses to items four and five revealed disagreement, indicating that the teachers did not agree with the statements. For instance, teachers disagreed with the statement that they have limited awareness regarding the active learning approach (M = 2.56, SD = 1.36). From this, it can be said that teachers believe implementing an active learning approach in the ELT classroom fosters students' critical thinking skills, problem-solving, and their English language learning abilities. The standard deviation also reflects variation in the teachers' levels of awareness; some teachers are very aware, others less aware.

Furthermore, teachers expressed their disagreement with the statements; they believe that they are using active learning strategies in ELT classrooms, with a mean score (M = 2.33, SD = 1.36). This result indicates teachers do not believe that they are effectively implementing the approach in their ELT classrooms as intended by the curriculum. In other words, despite being aware of the active learning approach and recognizing that students learn best in active learning environments, teachers hardly feel they are effectively putting it into actual classroom practices. The standard deviation, which is the highest, suggests that some teachers feel they are effective, while others do not. This finding is critical because it indicates a potential gap between the practice of active learning and a general belief in item one.

The interview results also supported the findings of the questionnaire. All teachers argued that students learn best when they employ various active learning strategies in ELT

classrooms. However, during the interview sessions, the participants noted that they did not believe that they were implementing these approaches effectively in their EFL classes despite possessing the pedagogical skill required to implement the approaches. This was because of various contextual factors that impede them from implementing active learning effectively (see Section 4.2.1).

Overall, teachers' overall grand mean score is (M = 3.03, SD = 1.27), indicating that they are uncertain about their beliefs regarding the implementation of active learning in their ELT classrooms. There is also a clear mismatch between teachers' belief in the effectiveness of using active learning for students' learning, which is demonstrated in a high mean score on item one(M = 3.75) and their self-perceived implementation of the approach, which is the lowest score for item five(M = 2.33). This finding may undermine the assumptions underlying by the MOE's policy, which aims to qualify teachers in the ELT field and enhance their effectiveness in implementing language instruction through various interactive learning methods (MOE, 2020).

4.2.2 Teachers' Implementation of Active Learning Approaches in ELT Classrooms

To examine the extent to which teachers implement the active learning approach in ELT classrooms, a questionnaire comprising 24 items was developed and administered to participating teachers. The items were organized into two main categories: teachers' active learning practices (10 items) and the specific active learning strategies they employ (14 items) in their ELT classrooms. The results for the first category, which covers teachers' practices of active learning, are discussed in the following table briefly.

Table 4.4: Teachers` Self-Report of Classroom Practice of Active Learning in ELT Classrooms

No	Items	Mean	SD
1	I encourage students to practice the given activities with the sharing of individual experiences	2.97	1.363
2	I move around the class, encouraging students to engage in and practice the given activities	2.64	1.127
3	I provide activities that encourage student to interaction	2.63	1.184
4	I create relaxed classroom contexts to promote learning by doing	2.56	1.112
5	I inspire students to present work based on their real-life experiences	2.53	1.233
6	I set different exercises based on their learning backgrounds	2.51	1.126
7	I encourage my students to develop responsibilities for their learning	2.47	1.113
8	I create contexts that encourage the students to reflect on their work	2.46	1.174
9	I follow up on student's progress and motivate them to practice more	1.79	1.299
10	I provide my students with adequate time to express their view on the topic they have been taught	1.54	1.182
	Grand Mean Score	**2.41**	**1.191**

Scale: Very frequently (5), frequently (4), sometimes (3) rarely (2), and Not at all (1)

As shown in Table 4.4 above, the teachers' mean responses to three consecutive items from item one to item three showed 'sometimes', with mean scores ranging from 2.97 to 2.63 respectively. These include encouraging students to practice by sharing individual experiences (*M* = 2.97, SD=1.36), motivating them to take responsibility for their learning (*M* = 2.64, SD=1.12), and providing activities that promote interaction among students (*M* = 2.63, SD=1.18). These findings suggest that teachers occasionally encourage students to engage collaboratively, and take ownership of their learning. On other hand, teachers often take much of the class time delivering notes or explanations, rather than actively engaging students as part of the instruction.

Furthermore, the teachers' mean responses to five consecutive items (4 to 8) revealed 'infrequent classroom practices' with mean scores ranging from (M = 2.56 to 2.46), in descending order. These mean values revealed that teacher rarely practice the active learning approach in ELT classes. Based on this data, it can be inferred that teachers mainly rely on the traditional teacher-centered methods, where every instruction is delivered by the teachers, and students' role largely limited to listening and copying. For

instance, the participants reported that they rarely create relaxing classroom to foster students' learning (M = 2.56, SD=1.11), and encourage students to present their classwork allied with their real-life experiences (M = 2.53, SD=1.23). Moreover, they rarely set diverse activities for students based on their learning background (M = 2.51, SD=1.12) and inspire them to develop responsibilities for their learning M = 2.47, SD=1.11).

On the other hand, supervising student's learning progress and motivating them to practice (M = 1.79, SD=1.29, and provide students with adequate time to express their understandings (M = 1.54, SD=1.18), indicated rarely. This suggests that teachers believe they did not adequately monitor individual student's learning progress or provide sufficient time to share their understandings. As a result of teacher's ineffective instructional methods, students may fail to acquire the necessary knowledge, critical thinking skills, and problem- solving ability (Mello & Less, 2013). The findings also supports previous studies (Amare & Dagnew, 2020; Milkesa, 2019), which revealed teachers' preference for teacher-entered methods of instruction.

Under the part of an interview session, the teachers also confirmed parallel responses to the survey results. They reported that they rarely implement the approach in their ELT classrooms due to various contextual challenges including large class sizes, limited instructional time and teaching materials, and fixed seating arrangements (see Sec. 4.2.1.4). Classroom observation data supported these responses, revealing that teachers tended to rely on traditional, teacher-centered methods. In most lessons, instructional time was dominated by the teachers through activities such as reviewing previous lessons, writing notes, and providing explanations, with minimal student participation (see Sec. 4.4).

Overall, the teachers' grand mean score of 2.41 indicates that they practice the active learning approach infrequently. In other words, most teachers only occasionally apply active learning strategies in their ELT classes. This suggests that, despite their positive perception of active learning, teachers often rely on traditional teacher-centered methods. Various contextual factors contribute to this, including large class sizes, seating arrangements that are not conducive to active learning, limited instructional time, and a shortage of textbooks and teaching materials. This practice could affect the assumptions underlined in the MoE (2020, p.8), which state that active learning should be implemented

to foster students' learning and critical thinking thereby improving the quality of education.

The following section presents data collected from teachers regarding the frequency with which they implement various active learning strategies in ELT classrooms. To this end, fourteen items were designed, and rated from "very frequently" (5) to "not at all" (1). The teachers' responses to each item is discussed and presented in the following table briefly.

Table 4.5: How Often Teachers Practice Various Active Learning Strategies in ELT Classrooms

No	Item	Mean	SD
1	Lecture method	4.24	0.880
2	Questioning and answering methods	4.13	1.100
3	Pair-work	3.50	1.309
4	Group Discussion	3.43	0.233
5	Exercises for individual students	3.31	1.296
6	Class discussion	2.82	0.342
7	Problem-solving	2.63	0.347
8	Cooperative Learning	2.51	1.199
9	Role play	2.35	0.103
10	Project- based learning	2.18	0.214
11	Presentation	2.14	1.225
12	Discovery learning	2.09	1.066
13	Jigsaw group project	1.86	0.997
14	Debate	1.78	0.826
	Grand Mean Score	**2.78**	**1.152**

Scale: Very frequently (5), frequently (4), sometimes (3) rarely (2), and Not at all (1)

Table 4.5 presents the mean frequency of teachers' use of different active learning strategies in their ELT classrooms. As shown in the table, the teachers' mean responses indicate a clear distinction between the most and least frequently practiced strategies. This finding reflects varying degrees of agreement among teachers. For example, the lecture method received the highest mean score (M = 4.24, SD = 0.88), suggesting that it is the most commonly employed instructional method in ELT classrooms. The relatively low standard deviation also indicates a high level of consistency in teachers' responses.

The next three strategies following the lecture method were questioning and answering (M = 4.13, SD = 1.10), pair work (M = 3.25, SD = 1.30), and group work (M = 3.43, SD = 0.23). These data indicate that teachers practice these strategies more frequently than others, possibly because they are practical for use in large classes. As Otienoh (2005) noted, implementing both pair and group work is feasible in large classes as it creates interaction opportunities for learners. Data obtained from interview sessions corroborate the survey results: teachers commonly use explanations, as well as pair and group work activities, followed by giving notes or using activities from students' textbooks (see Sec. 4.3). Despite the relatively high mean scores for both pair and group work, the standard deviations suggest significant variability among teachers in the use of these strategies; that is, some teachers employ them frequently, while others do so less frequently.

The teachers' mean responses regarding the frequency of two additional strategies—exercises for individual students (M = 3.31, SD = 1.29) and class discussion (M = 2.82, SD = 0.34)—indicated that these strategies are used only "sometimes." This suggests that they are practiced more frequently than cooperative learning but less than group work. In contrast, teachers' mean responses to four other items (7–10) reflected "infrequent classroom practices," with mean scores ranging from 2.63 to 1.78 in descending order. These findings indicate that these strategies are rarely implemented, with debating showing the lowest frequency.

The overall mean score for the fourteen items was 2.78, indicating a very low level of implementation of active learning strategies by teachers in their ELT classrooms. The data further revealed that while teachers frequently employed the lecture method, pair work, and group work, other strategies were rarely practiced. These findings highlight a discrepancy between teachers' reported practices and the principles of active learning. This misalignment could potentially undermine the effectiveness of a curriculum designed to promote active learning. Therefore, it is crucial to provide teachers with appropriate professional development and resources to effectively incorporate active learning approaches into their classroom practices.

4.2.3 Correlations between Teachers' Beliefs and Classroom Practices of Active Learning

This section focuses on the third specific objective of the study, which investigates whether teachers' beliefs about the active learning approach align with their actual classroom practices. Teachers' beliefs were examined across three thematic categories: their views on the importance of using active learning to support students' effective language learning (Importance); their perceptions of their professional roles in facilitating active learning (Roles); and their beliefs regarding the implementation of the approach in their classrooms (Beliefs).

Similarly, teachers' classroom practices of the active learning approach were analyzed using two thematic categories. These were teachers' actual classroom practice of the active learning approach in ELT classrooms (practice) and the frequency with which they use different types of active learning strategies (strategies). Therefore, to determine the relationship between these two variables- beliefs and practices- Pearson's product–moment correlation coefficient was used.

Table 4. 6: Correlations between Teachers' Beliefs and Classroom Practices of the ALA

		Important	Role	Beliefs	Practice	Strategy
Important	Pearson Correlation	-	-	-	-	-
	Sig. (2-tailed					
Roles	Pearson Correlation	-0.143	-	-	-	-
	Sig. (2-tailed	.232				
Beliefs	Pearson Correlation	-.001	.291*		-	-
	Sig. (2-tailed	.994	.013			
Practice	Pearson Correlation	.052	.481*	-.091	-	-
	Sig. (2-tailed	.663	.023	.446		
Strategy	Pearson Correlation	.072	-.127	.136	-.134	-
	Sig. (2-tailed	.549	.289	.253	.260	

*Correlation is significant at the 0.05 level (2-tailed)

Table 4.6 presents the Pearson correlation analysis conducted to examine the relationships among teachers' beliefs about the Active Learning Approach and their classroom practices using Pearson's product-moment correlation coefficient.

Accordingly, while some variables demonstrated statistically significant positive or negative correlations, others did not show any significant correlations. For example, there was a statistically significant positive correlation between teachers' beliefs about the implementation of active learning and their professional roles in actual classroom practices (cor. 0.291, $P < 0.05$). This result suggests that when teachers hold strong positive beliefs about their classroom instruction, they are more likely to perform their professional roles that support their classrooms practices effectively. In other words, their pedagogical beliefs can play an important role in shaping their actual classroom practices.

There was also a statistically significant positive correlation between teachers' classroom practices of active learning and their professional roles in actual classroom practices of the approach (cor. 0.481, $P < 0.05$). This result suggests that there is a direct relationship between teachers' beliefs regarding their classroom practices and their professional expected roles in the actual classroom practices. When teachers believe their professional roles in active learning is to facilitate, guide, and support students' performance, they are more likely to implement active learning in their classrooms. According to Ernest (1998) suggests that teachers' beliefs about teaching and learning influence their professional role in their actual classrooms. These could be class preparation, creating a relaxing atmosphere for students' learning, and monitoring students' progress. One of the teacher's roles in a language class is identifying learners' abilities and using that data to plan suitable methodology and teaching techniques for the teaching and learning process (MoE, 2020) for various contextual factors.

Moreover, a statistically significant negative correlation was observed between teachers' beliefs about their professional roles in active learning classrooms and the different strategies they use to implement the approach (cor. -.235, $P < 0.05$). This result implies that as teachers' beliefs about their professional roles in active learning classrooms increase, the variety of active learning strategies they use tends to decrease. That is, although they may agree with the principles of active learning and their facilitative role in

theory, this belief does not necessarily translate into the use of the strategies in practices. This could be due to the presence of contextual challenges such as limited pedagogical skills, large class sizes, constraints of instructional time or lack of instructional materials, which may limit teachers from using diverse active learning strategies in their classrooms. This result confirms the study of (Borg 2003; Farrell & Lim, 2005, and Van der Schaff et al., 2008), who state that there is no correspondence between teachers' beliefs and their actual classroom practices. During the interview sessions, the participants also stated that although they believe that using an active learning approach is important for students' effective learning of the target language, they do not implement the approach as effectively as expected due to various contextual factors.

On the other hand, there were no statistically significant positive or negative correlations among the remaining categorized variables. For example, there was neither a positive nor a negative statistically significant correlation between teachers' beliefs about the importance of the active learning approach for students' effective learning and their actual use of different active learning strategies in the classroom. This suggests that teachers' beliefs alone may not be sufficient to enhance the practical implementation of active learning approaches. As Fang (1996) stated, a mismatch between teachers' beliefs and their classroom practices occurs because of several factors that hinder their ability to adopt the practices that reflect their beliefs.

Thus, to address the gap between teachers' pedagogical beliefs and their classroom practical implementation of an active learning approach, it is essential to provide inclusive support beyond belief development. This can include instructional materials availability, sustainable professional development programs, administrative mentors, and others.

4.2.4 Contextual Factors Influencing the Implementation of Active Learning

This section aimed to answer the fourth research question, which sought to identify the contextual factors that impede the implementation of an active learning approach in ELT classrooms. These challenges were categorized into three main sections: teacher-related, student-related, and resource-related challenges, while other issues, such as those related to school administration, were addressed in the interview sessions and stated during

discussion. Therefore, twenty-eight (28) items were designed for this section to examine the participants' responses to these challenges, and they are presented below.

Table 4.7: Teacher-Related Factors Affecting the Implementation of Active Learning

No	Item	Mean	SD
1	The teacher's tendency towards a teacher-centered method	4.08	0.040
2	Lack of pedagogical skills on how to implement active learning	2.86	1.229
3	Teachers' lack of understanding regarding the objectives of implementing active learning	2.42	1.123
4	Teachers' absence of differentiating activities or instruction to meet individual students' needs	2.22	1.038
5	Having the perception that active learning causes trouble in class management	2.11	0.881
6	Lack of facilitating student-led activities	2.06	0.748
7	Having low perception about the importance of an active learning	2.01	0.942
8	Lack of eliciting response from the students instead of supplying answers	1.85	0.725
9	Lack of confidence in implementing an active learning	1.78	0.826
10	Lack of motivation for implementing active learning	1.63	0.724
	Grand Mean Score	**2.30**	**0.924**

Scale: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1)

Table 4.7 presents the responses from participants concerning teacher-related challenges that affect the implementation of the active learning approach in ELT classrooms. Identifying these factors is significant for understanding the contextual challenges related to teachers and for addressing possible solutions. As indicated in the table, the teachers' mean response to item one: specifically, their tendency to favor the teacher-centered teaching method, demonstrated the highest level of agreement compared to the other items, with a mean score of (M = 4.08, SD = 0.04).

This result suggests that teachers' dominantly rely on the traditional teacher-centered teaching method, which contributes significant challenges to the effective implementation of active learning approach. The standard deviation also reflects a consensus along the teachers that the preference for a teacher-centered teaching method is the primary challenge to implement the approach effectively. In relation to the teacher-centered method, Hailom(1998) stated that most teachers perceive teaching as a transmission of knowledge to the students based on the specific official syllabus. The teachers' tendency to

use a teacher-centered method is one of the teachers' related factors to practice an active learning approach (Serbessa, 2006).

The qualitative data also confirms these findings. In the interview sessions, the teachers clearly explained their tendency towards the traditional teacher-centered teaching method, as the major factors challenge them to implement active learning in their ELT classrooms. However, they stated the reasons that forced them to rely on this strategy, like large class size, fixed seating arrangements, shortage of time, and students' diverse learning backgrounds (see sec. 4.2.1.4). They also explained that their primary focus is limited to grammar, vocabulary and some aspects of reading skills since these skills are the focus of the national examination. They added that even the school administration encourages them to focus only on exam-oriented skills.

The data obtained through classroom observation also confirms the survey and the interview results. The researcher observed that almost all teachers used a teacher-centered teaching method. They remind students about the previous lesson, introduce the day's new content, provide explanations along with notes from the students' textbooks, and conclude the lessons by assigning homework. Here, the participation of the students is limited to very few top students

Furthermore, item two, which states, teachers' lack of pedagogical skills on how to implement active learning portrayed indecision or disagreement (M = 2.86, SD = 1.22). That is, the participating teachers were not certain about whether their pedagogical skills on how to implement active learning exerted influence on their classroom practices. This advocates the need for additional professional development to enhance teachers' pedagogical skills in this area. Supporting to this idea, Harris and Sass (2006) emphasized that well-organized training provided for teachers via various platforms, such as in-service professional development, enhances their professional skills and improves the quality of education. The data obtained from teachers' interview sessions also confirmed that it is significant if they are provided with different on-job-training that helps them to implement active learning approaches (see, 4.2.1.3).

However, the teachers' mean responses to majority items (3 to 6) consecutive items revealed disagreement, with mean scores ranging from 2.42 to 1.63 in descending order. These mean values revealed that a relatively large number of teachers confirmed that most of the factors affecting their classroom practices of active learning are not related to them. For example, the participants did not agree with the statement referred to the lack of understanding the objectives of implementing active learning approach (M = 2.42, SD = 1.12), and having the perception that active learning causes trouble in class management (M = 2.11, SD = .88). Furthermore, they did not show their covenant with the statements lack of confidence in implementing an active learning (M = 1.78, SD = 0.82), and lack of motivation for employing the approach (M = 1.63, SD = 0.72).This suggests the teachers possess strong motivation and confidence in effectively implementing the approach. The standard deviation also designates comparatively consistency in their responses, indicating that most teachers consistently disagreed with these negative aspects and shared similar level of confidence and motivation regarding the implementation of active learning approach.

Therefore, from these data, it is possible to conclude that teacher-related challenges do not relatively affect the implementation of the active learning approach in ELT classrooms. Under the interview sessions, the teachers also confirmed that they have the dedication to implement active learning if the problems of teaching and learning materials are solved. They also recommended that providing them with various professional development opportunities would better support the effective implementation of the approach.

Overall, the teachers' overall mean score was 2.30, revealing that teacher' related factors in implementing the active learning approach were low. However, the teachers tended to favor the teacher-centered method of teaching, with a mean score of 4.08. This finding supports the previous study by Milkesa (2019), which reported that teacher-related factors do not hinder the implementation of active learning. On the other hand, it differs from the findings of Tadesse et al. (2024), who conducted research on the same issues and concluded that teacher related- challenges impede the implementation of active learning strategies.

The table below presents ten items aimed at collecting teachers' insights on student-related factors that hinder the implementation of an active learning approach in English language teaching. This information offers a thorough understanding of how student-related factors influence the use of active learning and helps in creating effective learning environments that consider students' individual learning backgrounds. It also addresses potential solutions to the identified challenges.

Table 4.8: Students' Related Factors Affecting the Implementation of Active Learning

No	Items	Mean	SD
1	Fear of participating in discussion	4.28	0.694
2	Considering teachers as the only source of knowledge	4.26	0.709
3	Lack of interest to share knowledge with others	4.24	0.831
4	Mother tongue interference	4.19	1.103
5	Lack of experience learning through active learning from lower grades	4.18	1.006
6	Shyness to practice the language using target language	4.14	1.049
7	Dominance of some students in ELT classrooms	4.00	0.816
8	Low English proficiency	3.94	1.161
9	Lenience on the part of students taking responsibilities	3.86	1.179
10	The absence of group leader student	2.62	0.408
	Grand Mean Score	**3.97**	**0.896**

Scale: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1)

As shown in Table 4.8, the teachers' mean scores to the top three consecutive items revealed a strong level of agreement. These items were fear of participating in discussions (M = 4.28, SD= 0.69); teacher-centered perception (M = 4.26, SD= 0.70), and lack of interest to share knowledge (M = 4.24, SD= 0.83). Based on the teachers' reports, it can be stated that students' lack of attention to sharing individual experiences, their tendency to expect everything from the teacher, and lack of motivation during discussion were some of the major student-related factors teachers face in EFL classes. The standard deviations are also close to the means, indicating reliable agreement among the participants regarding the challenges identified. McCafferty et al. (2006b) stated that students with low motivation and low self-confidence make teaching difficult. On the other hand, the authors confirmed that having motivation and self-confidence is significant for students to attend their lesson effectively.

The results emerged from the teachers' interviews also indicated that student-related challenges impede teachers from implementing the active learning approach effectively in their ELT classes. Some of these challenges include students' lack of motivation and interest in participating in classrooms activities, as well as their tendency expect everything from the teacher, such as listening and taking notes. As Harden and Crosby (2000) stated, in teacher-centered classes, where teachers transmit their knowledge of the language to the students, teacher are regarded as all-knowing and as the primary resource of everything, while learners are viewed as passive receivers. Additionally, many students did not do their homework or group assignments, instead relying on a few top students for completing the work for them. They also stated a lack of English proficiency and the influence of their mother tongue on their use of the target language (see Sec. 4.2.1.4.1).

Data from the classroom observations also supports the teachers' survey and interview results. The researcher observed that it was the teacher who revised, presented, explained, and provided feedback; while the students' roles were mostly passive, except for very few students who participated in answering and discussing. The researcher also noted that when the teacher asked whether the students had completed their homework; they remained silent (see Sec. 4.3.2).

On the other hand, the teachers' mean scores to six consecutives items (4 to 9) revealed a clear level of agreement, with mean scores ranging from 4.19 to 3.86 in descending order. The factors that received the highest ratings include students' mother-tongue interference (M = 4.19, SD= 1.10), lack of active learning experience from lower grades (M = 4.18, SD= 1.00), and students' shyness in practicing the language (M = 4.14, SD= 1.09). In addition, the dominance of some students (M = 4.00, SD= 0.81), low English proficiency (M = 3.94, SD= 1.6), and reluctance to take responsibility (M = 3.86, SD= 1.17) portrayed a noticeable degree of agreement.

These results indicate an overall high level of agreement that the listed factors negatively affect the implementation of active learning and students ELT classroom participation. Specifically, the lack of exposure to active learning approach in the lower grades and the extensive use of the mother tongue (Afan Oromo) in English classrooms were ranked the most significant challenges. As stated by Irene et al. (2023), inadequate language

proficiency can distort the entire teaching and learning process. Therefore, addressing such issues is critical for creating effective learning environments, enhancing overall educational quality, and engaging students as active participants in the teaching and learning process rather than passive receivers. The item regarding the absence of a group leader among student revealed indecision or disagreement, with a mean score of (M = 2.62, SD= 0.40). That means the participants did not strongly identify a lack of student group leader as a critical issue.

Generally, the overall mean score for student-related challenges was 3.97, indicating that the listed student- related factors significantly affect the implementation of the active learning approach. This finding aligns with the study by Milkesa (2019), who conducted a research on the challenges of implementing the learner-centered approach and concluded that students- related factors are the major issue that impedes teachers from practicing the approach. Therefore, since students' participation and interaction in the instructional process play a major role in creating an effective learning environment, addressing student-related challenges is significant for facilitating comprehensive learning experiences.

Table 4.9: Resource -Related Factors Affecting the Implementation of Active Learning

No	Items	Mean	SD
1	Shortage of instructional time	4.41	0.953
2	Lack of teaching aids (players, CDs, videos, etc.)	4.36	0.177
3	Unmanageable class size	4.32	0.568
4	Shortage of students' textbook	4.26	0.389
5	Fixed seating arrangement for students	4.08	1.135
6	Classroom layout is not suitable for helping students	4.00	1.234
7	Bulky contents of the students' textbooks	3.42	1.163
8	The textbook has not sufficient activities that promote active learning	2.48	1.116
	Grand Mean Score	**3.92**	**0.966**

Scale: strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1)

Table 4.9 presents eight items designed to collect data on resource-related factors that challenge EFL teachers in implementing active learning in English language teaching classes. As indicated in the table above, the teachers' mean responses to the first four consecutive items indicate strongly agree, with mean scores ranging from (4.41 to 4.36) in

descending order. These include shortage of instructional time (M = 4.41, SD= .95), scarcity of teaching aids (M = 4.36, SD= .17), unmanageable class sizes (M = 4.32, SD= 0.56), and shortage of textbooks (M = 4.26, SD= .38). These data clearly revealed that the listed factors significantly challenge the implementation of the active learning approach effectively. The standard deviations also consent with the mean values showing consistent covenant among the teachers concerning the stated factors. In relation to these ideas, Bonwell (1991), Fang (1996), Mukalel (1998), and Silberman (1996) argued that large class sizes and constraints of instructional time impede the effective implementation of active learning. They also noted that unclear teaching and learning contexts, along with poorly organized curriculum materials (such as textbooks, teachers' guides, and other resources) further impede its successful application.

Furthermore, the teachers' mean responses to three additional items: fixed seating arrangement (M= 4.08, SD, 1.13), unhelpful classroom conditions (M= 4.00, SD=1.23), and bulky contents to cover (M= 3.42, SD=1.16), indicated level of agreement. Thus, from the teachers' responses, it is possible to conclude that the classroom physical contexts, such as large class sizes, fixed seating arrangements, and lack of instructional materials affect the practice of active learning. However, the relatively large standard deviations for these three items indicate a diversity of opinions among the respondents. For example, some teachers did not perceive a fixed seating arrangement as a challenge to the implementation of active learning. This finding supports the study by Tadesse et al. (2024) that investigated classroom conditions and material-related challenges, such as large class sizes and lack of textbooks are the most determinant problems that impede the implementation of active learning in teaching English language.

Conversely, the teachers reported disagreement with the item stating that the students' textbook does not include adequate activities and exercises that promote an active learning approach (Me = 2.48, SD= 1.11). This indicates that the textbook contains adequate activities that support the implementation of the active learning. In this regard, the new revised syllabus (Teacher's Guide) for secondary school, states that the newly revised students' textbook is designed based on the practical implementation of active learning and a competency-based approach (MoE, 2020, p.8).

Similarly, during the interview sessions, the participants stated that contextual factors, such as large class sizes, a lack of teaching materials, fixed seating arrangements, and a shortage of instructional time were among the critical issues that impede their effective implementation of the active learning approach in ELT classrooms. Specifically, regarding textbooks, they mentioned that the new students' textbook had not yet been properly distributed; therefore, they had to write everything on the blackboard. As Stern and Roseman (2004) noted, textbook plays a significant role in shaping both the materials taught and the manner in which it is delivered to the students.

The scarcity of textbook can affect learning and teaching processes in several ways. This could be influencing lesson planning and pacing content coverage, teaching methods, affecting student engagement and motivations. In relation to this idea, Blumberg (2016) stated that classroom condition, instructional materials, and class sizes help teachers to use various instructional approaches and concrete dimensions in classroom teaching. During classroom observation, the researcher also noted that a large numbers of students; on average 48-54 attended in one classroom. In addition, three to four students shared a single desk, and most of the students did not have a textbook on their desks (see sec. 4.4). These results depict resource related factors such as large class sizes, fixed seating arrangements, shortages of textbooks, and constrains of instructional time as critical problems that hinder the implementation of active learning approach in ELT classrooms.

Regarding the contents of the text, most participants reported that the tasks include in the textbook are engaging and well-designed, enabling students to actively participate in the teaching and learning process through collaboration. Moreover, these tasks encourage peer discussion, critical thinking, problem solving, and the practical application of language skills, including listening skills. Scholars such as Brown (2015); Richards (2001), note that the nature of textbook content, particularly its relevance, authenticity, and level of engagement plays a significant role in promoting or hindering students' participation in classroom activities. They also argue that textbook that includes meaningful, interactive, and context-based tasks are more likely to encourage active learner participation.

In general, the survey data revealed that teachers possess a strong positive conviction regarding the significance of implementing active learning approaches for students'

effective English language learning. Furthermore, the results regarding teachers' beliefs about their professional roles in active learning classrooms revealed their focused expectations, such as facilitating suitable learning environments, encouraging students to think critically, participate in class discussions, provide feedback, and evaluate students' learning progress. However, regarding teachers' beliefs about their implementation of active learning in their ELT classrooms, the survey data indicated that they infrequently used the approach. Moreover, the results concerning teachers' use of different types of active learning strategies showed that they infrequently practiced most active learning strategies such as lecture method, individual activities, pair work and group work while the teacher-centered method was used more frequently (see Table 4.6)

Regarding the relationship between teachers' beliefs and their classroom practices for the active learning approach, the results indicated a statistically significant positive correlation between teachers' beliefs about their professional roles in active learning classes and their actual classroom practices. On the other hand, there was a statistically significant negative correlation between teachers' beliefs about their professional roles in active learning classes and the range of active learning strategies they used in ELT classrooms. Moreover, there was no statistically significant correlation between teachers' beliefs about the significance of active learning for students' learning and their classroom practice of involving various active learning strategies.

Examining contextual factors affecting the implementation of the active learning approach in ELT classrooms was the other research objective in this study. Accordingly, teachers' reliance on teacher-centered methods and a focus on exam-oriented teaching were among teacher-related issues affecting the implementation of the approach. Moreover, students' student-related factors such as lack of motivation and interest in active learning classes, the dominance of some students during activities, and the perception of the teacher as the only source of knowledge also affected the implementation of the approach. Factors such as large class sizes, constraints of instructional time, fixed seating arrangements, and the availability of teaching and learning materials contribute to the inconsistent use of the approach. The following sections provide detailed discussion of the qualitative results.

4.3 Qualitative Data Analysis

As stated in Chapter Three, this study also used teachers' interviews and classroom observations as data-gathering instruments to further investigate teachers' beliefs about the active learning approach and their actual classroom practices. In addition, the study examined the major factors affecting the implementation of the approach. Accordingly, the interview questions were developed based on the research objectives and issues identified from the questionnaires (see Section 3.4). The results obtained from the two instruments (interviews and classroom observations) are briefly presented below.

4.3.1 Data from Teachers' Interview

In this section, the data obtained from teachers' interviews are presented. To this end, semi-structured interviews were conducted with six (five males and one female) EFL teachers who had participated in completing the questionnaires. The interviews were employed to triangulate and validate the extent to which the teachers' responses to the questionnaire could correspond with what they actually reported during the interview sessions, and their classroom instructions. Furthermore, the interviews were intended to provide an in-depth and comprehensive understanding of the participants' views and experiences regarding the objectives of the study under investigation. Hence, most of the contents used during the interview questions did not basically differ from that of the survey questions.

In analyzing the generated data, the teachers were given pseudonyms for the sake of confidentiality (Teacher-01, Teacher-02, Teacher-03, etc.) based on the order of their interviews. Similarly, their responses were organized thematically based on the major issues raised during the interview sessions. These themes include teachers' beliefs regarding the significant of implementing active learning for the students' learning of the target language, and their views on the professional roles they are expected to play in active learning classrooms.

Moreover, their actual classrooms practice of the approach, and the major contextual factors that impede the implementation the approach presented in this sub-topic. In discussing the results, the respondents' audio-recorded data were transcribed, coded, and

categorized into major themes and sub sections. As Dornei (2007) stated, coding the interview transcripts and categorizing them into themes are essential steps in identifying harmonies, differences, and patterns within the data.

4.3.1.1 Teachers' Conceptions of Active Learning Practices in ELT Classrooms

Teachers' pedagogical beliefs regarding the active learning approach can significantly affect the successful implementation of the approach either positively or negatively. For example, Ertmer (2005) notes that teacher's pedagogical beliefs, knowledge and prior experiences are among the most powerful factors that could either facilitate or impede their instructional decisions and classroom practices. To obtain a deeper understanding of teachers' beliefs about the significance of implementing an active learning approach for students' academic achievement in the target language, questions were posed to the EFL teachers selected for the interviews.

Accordingly, most teachers viewed the implementation of active learning positively, recognizing its effectiveness in enhancing students' language learning. They emphasized that using this approach in ELT classes brings substantial benefits to students' development of the target language. According to the teachers' point of view, active learning engages students in activities that promote responsibility and participation while encouraging them to reflect on their own learning. It also supports the development of cognitive skills and critical thinking by fostering collaboration and problem-solving abilities. For instance, Teacher-01 highlighted this point by stating:

> *In my view, using active learning in the ELT classroom is crucial for students' effective language learning. It helps them gain the necessary knowledge and develop the skills essential for lifelong learning. Moreover, it motivates students to participate actively and collaborate with their peers. As a result, they grow into critical thinkers and problem-solvers, while the teacher creates learning environments that reflect their individual learning backgrounds (T-01, March 04, 2025).*

From the above discussion, it is evident that the teacher's beliefs about the significance of implementing an active learning approach for students' English language learning are shaped by multiple variables. As the teacher confirmed, implementing this approach in ELT class enables students to attain the necessary knowledge and develop the skills

necessary for their effective learning. Students engage in collaborative learning through sharing their individual experiences and have the opportunities to comment on one another's work. It also encourages students to become more responsible, innovative and endorses a culture of working together. As Latchanna and Dagnew(2009) noted, active learning approach enhances social experiences among students and between teachers and students, and fosters a sense of community within the classroom.

The remaining teachers also agreed with the ideas expressed by Teacher-01, stating that active learning is an essential approach for facilitating students' effective learning of the target language. According to their responses, implementing an active learning approach in ELT classrooms places students on the right path to language learning and fosters a culture of cooperative learning. Through collaboration, students can accomplish the given class activities more accurately and quickly than when working individually because they share individual experiences for mutual benefits, and develop greater competence. Furthermore, they become actively involved in the lesson by performing tasks independently such as discovering ideas, and solving problems. They also read and discuss; write and report, and share knowledge with one another. For instance, Teacher- 02 stated that:

> *Personally, I believe that using active learning strategies engages students in the genuine process of language learning, encourage focusing on how to learn rather than what to learn. It allows students to interact for common benefits by working together, which improves their learning and comprehension abilities. They develop a culture of taking responsibilities for their actions; they ask questions, think critically, support one another, solve problems collaboratively, and comment one another's achievements (T- 02, March 07, 2025).*

As can be understood from the above teachers' statements, active learning places students in a practical learning process rather than expecting everything from the teacher, and it emphasizes how they learn rather than what they learn. Through using this approach, students develop the habit of cooperative learning, sharing individual experiences and develop self-confidences regarding autonomous learning, and problem solving. This suggests that the use of active learning strategies in ELT classrooms encourages a learner-centered context in which students play a central role in the learning process under the teacher facilitating rather than relying exclusively on the teacher for knowledge.

Similarly, other teachers, Teacher-04, Teacher-05 and Teacher-06, shared the preceding teachers' ideas regarding the significance of implementing an active learning approach in ELT classrooms for fostering students' academic achievements and problem-solving abilities. The teachers expressed that implementing an active learning approach in ELT classrooms has diverse advantages for the students' learning of the target language. It encourages them to do more complex things together, and increase their self-confidence in using the language for their lifelong learning. They also noted that students learn with high motivation and interest, take responsibility for their learning, and develop the skill of using the language in and out of the classrooms. For example, two teachers attempted to elaborate about active learning as follows:

Teacher-04

> *Overall, I believe that incorporating active learning in English classrooms is highly important. It encourages students to engage actively in the learning process instead of just passively listening to the teacher. It also fosters an environment where students collaborate and learn from one another. As a result, they become more confident in expressing their ideas and opinions, which not only improves their communication skills but also promotes a more cooperative and interactive classroom atmosphere (Teacher-04, March 18, 2025).*

Teacher-05

> *Active learning instruction promotes cooperation, critical thinking, and problem-solving skills among students. They are able to share their experiences, do things together, support one another, and engage in meaningful learning. When a teacher uses active learning, the classroom becomes more interactive. Moreover, active learning motivates students to take responsibility for their own learning and become more autonomous and creative in their academic work. (T-05, March 22, 2025).*

On their turn, Teacher-04 and Teacher-05 believed that implementing an active learning approach has many advantages for the students' learning of the language. For example, Teacher-04 explained that using the approach motivates students to participate actively rather than passively listening to the teacher. They work together and become more confident in expressing their opinions, and the classroom becomes more interactive.

In other words, teachers viewed active learning as an approach that provides students more opportunities to use the target language practically, both inside and outside the classrooms.

Although the teachers' responses during interview session were consistent with their responses in the questionnaire regarding the value of implementing active learning for students' effective learning, there was a considerable mismatch between what they believed and what they actually did in actual classroom instructions (see Sec. 4.4). For example, during classroom observations, the researcher noticed that most of the instructional time was occupied by the teacher while the role of the students was largely limited to listing and completing class activities at their seats.

In general, the findings from the teachers' responses indicated that teachers hold strong positive beliefs about the significance of implementing an active learning approach in ELT classrooms for the students' effective learning of the target language. They believe that using an active learning approach in ELT classrooms enhances students' critical thinking and problem-solving abilities and the culture of working together through various interactive learning activities. This suggests that the teachers acknowledged the importance of implementing active learning to enhance students' learning more effectively. When students are actively involved in classroom activities such as group work, discussion and collaborative activities, they are likely to develop deeper understanding and become more confident in utilizing the target language effectively. They also improve their ability to analyze and solve problems. According to Kember and Leung (2005), learners who engage in various forms of active learning classes demonstrate greater competence in their learning abilities compared to those involved in teacher-fronted approaches.

4.3.1.2 Teachers' Responses on Their Roles in Active Learning Classrooms

In active learning classes, teachers are expected to play substantial roles starting from lesson planning to classroom delivery. To obtain a closer understanding regarding teachers' beliefs about their professional roles in active learning classrooms, the researcher posed questions to the teachers. In response, all teachers reported that they have professional awareness of the roles they play in active learning classrooms. For example, during the interview sessions, the participants confirmed that the teacher's role goes beyond merely teaching. It involves supporting students based on their learning backgrounds, facilitating a suitable learning context, mentoring students, and supporting them on how to use and apply knowledge in their real lives. In relation to teachers'

professional roles, Richards and Rodgers (1986) argued that the role of the teacher includes providing clear instructions, organizing and creating a suitable environment for the students' learning, and offering students' opportunities to practice and apply. For instance, one of the participants, Teacher -01, stated that he tried to play his professional roles starting from classroom preparation to evaluating the students' progressive:

> *I believe that a teacher's role extends far beyond simply planning and delivering lessons. It includes creating a supportive and relaxed environment for students, encouraging them, monitoring their progress, and serving as a model for how to apply knowledge in real-life situations. Teachers are also expected to guide students and use strategies that can positively impact both their language learning and motivation (T-01, March 04, 2025).*

From the above discussion, one can comprehend that the teacher perceives the role of teachers as extending beyond preparation and delivering of routine lessons to the classroom, or considering students as passive receivers of knowledge. Instead, teachers are expected to facilitate significant learning environments that actively engage students in the teaching and learning process. This could involve encouraging and mentoring students, guiding as role models, and supporting them in boosting the confidence and ability to become autonomous and self-directed learners. In connection with the teacher's ideas, Michael et al. (2009) stated that in active learning classes, teachers are anticipated to do four things. These include planning and being inventive before the class session, creating an open and relaxed atmosphere for learning, implementing the planned lesson in the classrooms, and utilizing feedback regarding the teaching approach.

Similarly, Teacher-02 and Teacher-03 believed that the first role of the teacher in ALCs is to identify students' learning backgrounds because it helps the teacher to adapt available lessons based on their heterogeneous learning. They noted that this could involve planning and creating engaging lessons tailored to meet the individual needs of each student prior to the class session. The second role involves developing learning environments for students, promoting social interaction among them, guiding their practices, and assessing and evaluating their learning progress. Teacher-02 expressed his feeling as follows:

> *In general speaking, there is no doubt that teachers have a significant role in their classrooms. This includes understanding the students' learning backgrounds and designing lesson based on their learning abilities. Therefore, understanding students' learning background and individual interest is among an important responsibility of teacher. You know, when teacher understands the students' abilities, needs and interests, they can design effective teaching materials that are inclusive and capable of engaging students actively in learning process (T-02, March 07, 2025).*

As can be inferred from the above data, the teacher emphasized that teachers hold a significant role in active learning classes. Specifically, he maintained two significant teacher's roles: First, he stated understanding students' learning backgrounds and designing effective teaching materials. According to the teacher statements, understanding students' learning backgrounds helps teachers to consider learners' earlier knowledge, and motivations, and possible challenges that may hinder their classroom participation. Thus, this awareness enables teachers adapt their classroom instructions and select suitable learning activities based on students' diverse needs. Second, the teacher stated the significance of designing effective teaching materials for facilitating active learning. That is, when teacher designs materials which are aligned with students' abilities and interests, they promote meaningful engagement and encourage interaction among students, and support collaborative learning.

In this way, the role of the teacher is not only acting as knowledge transmitters but also as facilitators who create learning environments that fosters students' active participation and profounder understanding. Regarding teachers' roles in learning classrooms, Arbona (2016) and Harmer (1987) stated that the role of the teacher is to encourage students to use the language effectively, organize, and guide learning activities. The teacher also promotes students' culture of working together and sharing knowledge among students through practicing and reflecting. In this sense, the teacher's role shifts from being the sole source of knowledge to becoming a facilitator who guides students in constructing their own understanding of the language.

However, the teachers felt that implementing this approach requires strong individual commitments and appropriate conditions because various contextual factors impede its effective practice. They also stated that they could lose interest in fulfilling their

professional role due to the prevailing misbehavior of students and their lack of interest towards learning. The teachers further explained that many students attend classes with little motivation to learn, and they came to the school irregularly (see Sec**.** 4.3.1.4.2).

Generally, the participating teachers emphasized that the role of the teacher in active learning classrooms goes beyond presenting content in the form of lecturing. Rather, teachers are supposed to facilitate learning environments by creating opportunities for students to actively participate in the learning process instead of using teacher-centered methods. This includes managing classroom discussions that encourage students to actively use the target language, and designing activities that promote critical thinking and problem-solving skills. As Murphy (1993) stated, teachers act as guides who create supportive learning environments, encourage students to explore their own learning progress and promote social interaction among the students. Furthermore, the role of the teacher is to monitor students' learning progress, facilitator, offer constructive feedback, and support students based on their individual learning abilities.

4.3.1.3 Teachers' Responses on Students' Roles in Active learning classrooms

The participants asked concerning students' roles in active learning classes. Accordingly, the teachers' responses about how students should engage in this class were largely consistence. All participants reported that students should play active roles in classroom instructions through various means. This includes participating in pair work and discussions, collaborating with peers during group activities and taking accountability for their own learning, and asking and answering questions. For example, Teacher-03 stated that students should be involved using different learning strategies. These strategies include various methods such as discussion, debate, drama, role-play, pair work, group work, and others in the following ways:

Teacher-04

> *A teacher is responsible for engaging students because when the teacher facilitates suitable conditions for the students, they are more likely to participate actively. When they participate, they learn not only from the teacher or materials, they also learn from one another through sharing their individual experiences. They also improve their language skills, confidence and understand the learning contents (T-04, March 18, 2025).*

Teacher-04 emphasized that students have divers' roles in active learning classes, and their participation is very important for their effective learning. According to the teacher's ideas, the role of the students in active learning classrooms is a lot and these include participating actively, doing collaboratively with peers, asking and answering questions, and reporting their work. The teacher also added that such active engagement not only improves language proficiency but also fosters autonomy, confidence, and a deeper understanding of the content. Other teachers, such as Teacher-02 tried to illustrate the role of the students in active learning classrooms and its significance for their language learning as following:

> *By its nature, active learning requires students' engagements, and they play significant roles in active learning classrooms. They take a large share of responsibility for their own learning, participate in collaborative learning rather than passively receive information from their teachers, actively participate in learning activities through discussions and thinking critically and solve problems, and discover learning. They also become autonomous learners contributing to classroom instructions and constructing their own knowledge (T-02, March 07, 2025).*

The teacher's statement suggests that such student roles in the ELT classroom enhance the students' language proficiency, foster student autonomy, develop critical thinking skills, problem solving ability, and builds their learning confidences.

Scholars, such as Richards and Rodgers (2001), Hrmer (2007), and Nunan (1988), have also argued that students should take active participatory and responsible roles for their learning progress in ELT classrooms. For example, Nunan (1988) noted that, in ELT classrooms students should take roles such as problem-solvers and collaborators. He also stressed that students should engage in activities that allow them to negotiate meanings and use language in their real-life contexts. This indicates that the role of students in active learning classes active and participatory than teacher-centered method, they take concern for their learning, practice authentic communication, apply their target language skills meaningfully instead of passively receiving information from their teacher

Overall, regarding students' role in active learning classrooms, the teachers believe that students play a central role through participating actively in learning activities such as discussions, problem-solving activities, group work, presentations, share ideas and

express their opinions using the target language. Furthermore, they perceive that students in active learning classroom are expected to take responsibility for their own learning, do collaboratively, and reflect on their learning processes. They become independent learners and participate in classroom interaction instead of depending entirely on the teacher's presentation.

4.3.1.4 The Extent to which Teachers Implement Active Learning in ELT Classrooms

This section pertains to research question number two, which aimed to examine the extent to which teachers implement the active learning approach in their ELT classrooms. The interviewees were asked whether they practice this approach effectively in their classrooms. Almost all of them reported that they infrequently use the active learning strategies such as pair work, group discussion conducted at students' seats, questioning and answering, debates, typically only twice a year once in the first semester and once in the second semester, and mostly individual exercises. Otherwise, they mainly relay on a teacher-centered method, providing detailed explanations followed by giving notes, and exercises for individual student in the form of class activities or homework. The questionnaire results are also consistent with the teachers' responses in the interview sessions, indicating that they rarely practice the approach in their ELT classrooms (see Table 4.3).They noted several factors that hinder their effective implementation of the approach such as large class size, shortage of instructional time and teaching materials. In relation to these contextual factors, detailed emphasis is provided in section 4.2.1.4. For example, Teacher-01 stated as follows:

> *Most of the time, I rely on the lecture method, supplemented with notes related to the topic I am teaching. I use this approach frequently for two main reasons. First, since many students do not have access to textbooks, I provide them with comprehensive notes that align with the textbook content and then explain the material in class. Second, due to large class sizes and limited instructional time, the lecture method is the most practical option. However, I occasionally incorporate active learning strategies, such as pair work, group activities, and student presentations (T-01, March 04, 2025).*

From the above discussion, it is evident that the teacher seemed to say that he primarily depends on the teacher-centered method supplemented by notes. The teacher employs this approach because most of the students do not have textbooks, and so that he helps the

students by providing content-related notes. The teacher also stated that due to unfavorable class conditions, such as large class sizes for the active learning approach and a shortage of instructional time, he employs the lecture method. Furthermore, the teacher expressed that because the contents of the textbook and the given time are unbalanced, he is forced to use the lecture method to cover the contents in the allotted time. However, the teacher confirmed that he occasionally implements some active learning strategies, such as pair work, group activities, and discussions, and gives results of 5% or 10%. Classroom observations data also supported the teacher's questionnaire data and interview response, indicating that teacher instruction largely focuses on teacher-dominated methods, with limited student engagement.

On his turn, Teacher-03 explained the reasons for relying mostly on teacher-centered method in his ELT classes as follows:

> *I teach a large number student in one class. Besides, classroom conditions such as students' seating arrangement are not conducive to monitoring students during active learning classes because of time. Further, most students do not have textbook. As a result, I often use the lecture method; however, I sometimes try to implement the approach using activities such as pair work, discussion, and presentation (T-03, March 12, 2025).*

From the teacher responses, it can be concluded that large class sizes, unfavorable classroom conditions, and a shortage of instructional time to supervise individual student activities, and shortage of textbooks force the teacher to rely on the lecture method. Despite these challenges, the teacher infrequently attempts to use some active learning approach strategies, such as pair work, class discussion in ELT classes. Likewise, the other participants confirmed comparable reasons regarding the limited practice of the approach in their ELT classrooms.

The classroom observation data also confirmed the teacher's responses. That is, the researcher observed that most of the classroom time was occupied by the teacher, who spent time revising the previous lesson, writing notes, and explaining the contents with few students' participation. Majority of the students' activities were listening, writing and completing class activities (see 4.3.1). This implies that teachers implement active learning approach occasionally in their ELT classroom practices. Supporting this idea, several

scholars such as Brown (2007), Larsen-Freeman (2011), and Ur (2012) argue that in traditional teacher-centered classrooms, students often follow teacher instructions rather than actively participate, while the teacher dominates classroom instructions.

In general, based on the teachers' response regarding their classroom practice of active learning approach, it can be concluded that EFL teachers in the settings where this study was conducted infrequently implement the approach. Instead, they predominantly relay on teacher-centered teaching methods, with very few students' participation. Regarding to this idea, Dufera (2006) confirmed that currently in Ethiopian secondary schools, many EFL teachers use traditional teacher-centered methods over student-centered ones, in which teachers talk and students listen, dominate most classrooms. Therefore, there is a discrepancy between teachers' conceptions about the active learning approach and their actual classroom practices. Thus, it is crucial to narrow the gap between teachers' beliefs and their classroom practices by addressing factors that impede teachers from implementing the approach meaningfully.

4.3.1.5 Teachers' Perceived Challenges in Implementing Active Learning Approach

This subsection addresses research question number four. It attempts to identify the core shortcomings that could affect the effective implementation of the active learning approach in ELT classrooms. As Bonwell (1991) stated, teachers may face various challenges that impede them from implementing an active learning approach, and these barriers can be solved through careful and thoughtful planning. Participants were asked similar questions (see Appendix B) to probe the problems under the research investigation. Accordingly, most of the identified factors were consistent with the findings from the questionnaires. The teachers acknowledged that implementing the active learning approach in ELT classes significantly enhances students' target language learning. However, they stated that various contextual factors impede them from fully implementing the approach, referring to some contextual examples.

In this sub section, the factors responsible for infective implementation of active learning are briefly presented. These challenges include factors related to teachers and students, instructional materials, such as textbooks and teaching aids, large class sizes, and

administrative issues. These factors were identified based on their frequencies in the questionnaire results, the participants' responses during the interview sessions, and the researcher's observations during classroom observations.

4.3.1.5.1 Teacher-Related Challenges in Implementing Active Learning

The first contextual challenge affecting the implementation of active learning is teacher-related factors. Most of the interviewees' responses revealed that teachers' overreliance on teacher-centered teaching methods, in which teachers dominate most of classroom talk and provide limited opportunities for students' participation largely affects the implementation of active learning approach in ELT classrooms. In response to the interview question, Teacher-01 explained that teachers' prefer using a teacher-centered teaching method rather than an active learning approach. Regarding to his classroom practices, Teacher-04 elaborated as follows:

> *In my ELT classrooms, I usually begin the lesson with some a review of the previous lesson before moving on a new topic. Most of the times, I make quick revision myself to save time, but sometimes I encourage students to recall the topic. Then, I explain the notes and assign class activities, which students do either individually or in pairs at their seating, depending on the contents. Finally, I conclude the lesson by assign homework or other activities (T-04, March 18, 2025).*

The teacher appeared to state that most of the time follows a structured, mostly teacher-centered instructional approach. The majority of instructional time is occupied by the teachers leaving very little opportunities for students' participation or engagement in discussions. Lessons mostly begin with a review, followed by detailed explanation, guided practice through individual or pair work, and then end with homework to be done for the next day. Studdents' participation is limited as the teacher often leads key parts of the lessons. The study also validates the previous study by Amare & Dagnew (2020), Milkesa (2019) and Girma (2020) that teachers' tendency to use a teacher-centered method is one of the teachers' related challenges to practice an active learning approach. Teacher-05 further explained teacher-centered related challenges in implementing active learning as follows:

> *One of the most teacher-related challenges is that teachers frequently dominate the instructional process rather than engaging students as part of the teaching and learning process. They revise the previous lesson, write notes for students, explain and conclude lessons with very few students' participation. This is because the intention of most teachers is to cover the required materials and prepare students for the national exam (T-05, March 22, 2025).*

Furthermore, according to Teacher- 04's response, some teachers lack commitment to implement active learning in teaching and learning process effectively. This lack of commitment could be due to lack of motivation or heavy workloads, which further contribute to the unsuccessful integration of the approach in their ELT classroom practices. Teacher- 06's also explained additional teacher-related challenge, saying that some teachers make limited effort to design interactive activities, give insignificant encouragement for students' participation, and gap to implement proper active learning because of inadequate trainings. They also explained that their primary focus is limited to grammar, vocabulary and some aspects of reading skills since these skills are the focus of the national examination, and even the school administration encourages them to focus only on exam-oriented skills.

Similarly, the teachers' questionnaire results, the item "teacher's tendency towards a teacher-centered method" has mean score (Mean = 4.08, SD = 1.00), indicating that teachers dominantly rely on teacher-centered teaching method, which contributes significance challenges to the effective implementation of active learning (see table 4.7). The data obtained through classroom observation also confirms the survey and the interview results. During classroom observation, the researcher noted that almost all teachers practiced teacher-centered teaching methods. They start the lesson by reminding about the previous topic, introducing the day's new content, providing explanations along with notes from the students' textbooks, and concluding the lessons by assigning homework. The participation of the students was limited to very few top students.

This shows that most teachers largely use teacher-centered teaching methods remaining students a passive listener. Regarding teacher-centered method Serbessa(2006) stated that most teachers perceive teaching as a transmission of knowledge to the students based on the specific official syllabus. The MOE (2018) in HDP also stated that most teachers do

not know that there are alternatives for effective teaching and learning, and they teach the way they were taught, which was usually through a lecture and note taking format. However, different studies suggest that students tend to learn more effectively in active learning classrooms than in a teacher-centered classroom. Silberman (1996) noted that teacher-dominated classrooms instructions reduce opportunities for students to participate actively, which weakens the effectiveness of active learning strategies.

The participates were also asked whether they believed that they had received adequate training on how to effectively implement active learning approaches in their ELT classes. All of them explained that they had only completed general common pedagogical course, and not received any specific continuous professional training focused on active learning practices since then. This indicates a significant gap between theoretical preparation and practical classroom application, which may affect teachers' ability to implement the approach effectively. In line with this, for example, Teacher-02 explained as follows:

> *We have not received any training specifically on how to support students in active learning classes except from our college common trainings, which mainly concentrate on the general teaching and learning methodology. Sometimes, I feel that students become passive in their learning because of my failure to use effective teaching and learning strategies that actively engage students in various learning environments (T-02, March 07, 2025).*

The other interviewees also added that they had never been offered specific trainings on how to implement active learning strategies in ELT classrooms. Therefore, the lack of ongoing professional development opportunities may limit teachers' awareness of updated instructional methods, and also reduce their confidence in implementing student participatory techniques. The most critical prerequisite in enhancing the quality of education is improving the quality of training teachers (Guerriero, 2014). Abebe and Woldehanna (2013) also asserted that the availability of well-trained teachers, through pre-service teacher training, in-service professional development and the informal training obtained through on the-job experience, is central to improving the quality of education. From this impression, one can conclude that teachers play a pivotal role in educational provision and thus significantly affect education quality. Therefore, providing teachers with well-organized training platform and consistence institutional support is significant to

enhance the quality of education. This can be achieved through different meanness platforms such as pre-service teacher training, in-service professional development and informal training which obtained on the job.

Generally, teachers acknowledged some teacher associated factors that contribute to the unsuccessful implementation of active learning approach in ELT classrooms. These include teachers' preference for relaying on teacher-centered teaching methods, which often remaining students as passive listeners, as well as a minimal commitment to use interactive teaching strategies in their actual classrooms practices. Moreover, focusing instruction on exam-oriented content such as grammar, vocabulary and certain aspects of reading skills were identified other teacher-related factors by the participants. However, all participates confirmed that the role of the teacher extends beyond only delivering lessons in the classroom. Instead, teachers are responsible for facilitating a variety of leaning strategies. This includes organizing structured opportunities for peer learning and collaboration, creating supportive classroom settings that foster students' motivation and confidences in using the target language.

4.3.1.5.2 Student-Related Challenges in Implementing Active Learning

As evidenced during the interview sessions, the participants stated that implementing active learning in the ELT classroom can be challenging because of various student-related challenges. Students' lack of self-confidence in using the English language and low motivation and interest in learning through an active learning approach were repeatedly identified by participants as a major challenge to implementing active learning. In addition, having poor learning backgrounds that have not prepared them for the student-led activities was also frequently reported as a significant obstacle. One of the respondents, Teacher-01, for example, stated that although he has great motivation to implement the active learning, the students' lack of motivation and interest to participate during the instructional process were among the factors that challenge him to implement the approaches in English classrooms. The teacher further added as follows:

> *Among the major student-related challenges that I face most of the time are students' lack of motivation and interest to take part in my ELT classes. They have no motivation to practice when I organize them to do either in pairs or groups. The only thing they do is to listen and take notes. You know, they expect everything from me, giving notes and explanations. Moreover, they do not have the interest to engage in extensive reading when they are ordered to complete assignments and present to the class group members (T-01, March 04, 2025).*

From the above discussion, it is evident that students' lack of motivation and interest in learning the target language significantly affect the implementation of the active learning approach. The questionnaire results also depicted that students' lack of motivation to share knowledge with others (M= 4.08, SD, 1.13) was among the highest-ranked student-related factors affecting the implementation of the approach. In other words, this situation negative influences teachers' motivation to facilitate learning, which is given through active learning approach and forces them to relay only on teacher centered approach. This is because when students lose motivation for learning, it becomes difficult for teachers to effectively conduct their classes. As Prince and Felder (2006) stated, the motivation that students hold regarding their learning highly affects their commitment and efforts they invest in the teaching and learning process.

Furthermore, the interviewees, *Teacher-02 and Teacher-06,* stated that students' lack of English language proficiency, fear of making mistakes when asking or answering questions, and their tendency to be passive receivers are the major problems that they face in English language classes. Students' shyness in practicing the given activities using the target language when they are instructed to do either in pairs or groups on their seats were also identified as another student-related factor reported by the participants. The preference of using mother tongue in ELT classroom was also reported by teachers as a factor that affects students' use of the target language during classroom activities. In relation to these ideas, Teacher-02 reported as follows:

> *Most of the time, students are afraid of making mistakes when asking or answering questions using the target language. As a result, they do not actively participate in English classes, except for few top students. They always expect me to give notes and explain everything to them. This may be because they have been taught all subjects through teacher-centered methods starting from the lower grade (T-02, March 07, 2025).*

From the above teacher-teacher-02 responses, it is possible to conclude that there are many complicated student-related issues that challenge the implementation of active learning approaches in ELT classrooms. This includes students' fear of making mistakes during discussion, asking or answering using the target language, passive learning habits, and the influence of teacher-centered learning from the lower grades. Various researches in the field of English language teaching stated that students' fear of making mistakes in learning classrooms often affects their willingness to take part in classroom activities. In other words, when students feel too worried about making mistakes to participate, they keep themselves from asking or answering questions and limit their active engagement in classroom interaction. According to Horwitz (1986), students often experience anxiety when they speak in a foreign language, particularly when they fear making mistakes or being negatively evaluated by teachers or peers.

The teacher also noted that very few high-achieving students tend to participate in English classes, while most of the students remain passive. This means that the majority of students become dependent on the teacher and expects everything from the teacher, from providing notes to explanations, rather than actively constructing their own knowledge through engagement. This might be because of the influence of learning through teacher-centered teaching methods from the lower grade levels and why students expect everything from the teacher instead of engaging in interactive learning activities. As Walters (2007) states, psychological variables such as motivation, attitude, interest, confidence and awareness are significant elements in the students' academic learning.

Furthermore, students sit facing the blackboard, and this arrangement could lead them to depend heavily on teachers' presentations and expecting everything from the teacher to provide all the information. This means students' opportunities for cooperative and problem-based learning can be restricted in the course of the teacher's lecture due to this seating arrangement. The traditional rows seating arrangements promotes passive learning and hinders interaction among the students (Bligh, 2000).

Overall, teachers' interview feedback on student-related factors emphasized students' lack of motivation and interest, fear of making mistakes to discuss using the target language, and expecting teacher as the only source of knowledge were among the major student-

related factors that challenge the implementation of active learning effectively. This suggests that high student motivation and having self-confidence are the vehicles for the students' learning while low motivation and low self-confidence make learning difficult.

4.3.1.5.3 Limitations of Teaching and Learning Materials

Another issue that teachers mentioned during the interviews concerning the implementation of active learning approaches was the challenge of limited resources.

The six teachers' responses to these challenges were almost comparable. They indicated that they face numerous challenges in delivering quality education due to a range of contextual constraints. According to language researchers such as Davis (2003) and Rajcoomar (2013), the teaching and learning process in an EFL classes is influenced by a number of factors, including large class sizes, the amount of time allotted for the course, and the facilities provided. They stated that although they perceive active learning positively and are interested in implementing the approach, various contextual factors impede them from practicing the approach.

With respect to these challenges, for example, Teacher-02 reported that these challenges stem from factors such as large class sizes, fixed seating arrangements, heavy teaching loads, and a shortage of instructional time critically affect the implementation of the active learning approach. Similarly, Teacher-03 explained the challenges that he faces in his ELT classrooms. These challenges include unfavorable classroom conditions, and limited instructional resource such as student textbook, fixed seating arrangements and the shortage of different pedagogical teaching aids. Teacher-03 also noted as follows:

> *There are several factors that impede us from implementing practical activities in my English classrooms. The classroom physical environments do not reflect the required qualities for active learning practices. Moreover, I manage a large number of students, about 50 to 60, in a single classroom with unfavorable seating arrangements. Most students do not have their own English textbooks; only one textbook is provided for every three to five students. Furthermore, the allotted time is not adequate for students to practice the activities or for me to evaluate their engagement. Therefore, I resort to using the lecture method, followed by providing short notes (T-01, March 04, 2025).*

As one can comprehend from Teacher-02's ,Teacher-03's and Teacher-01's arguments, the physical context of the classrooms, managing large class sizes, the scarcity of instructional materials and a shortage of time were among the core issues that challenged them from implementing active learning. For example, the participants stated that they teach large number of students in one classroom (*50 to 60) in average*, which is difficult to manage. Supporting this view, Fang (1996) and Al Jarf (2006) noted that classroom conditions are among the key factors which significantly influence the implementation of active learning, and shape teachers' classroom practices. Furthermore, Berhanemeskel and Fisseha (2024) noted that one of the major problems affecting the quality of education in Ethiopia is the lack of adequate resources. They also noted that the country faces shortages of trained teachers, textbooks, and classroom materials, which directly affects the quality of education.

The participants further explained that students' seating arrangements posed significant factor to the practice of active learning in their ELT classrooms. As Teacher-01 stated, it is very challenging to implement active learning strategies because of students' seating arrangements.

> *The students' seating arrangements influence us to implement the different types of active learning techniques in our ELT classes significantly. For instance, to organize students to work in groups using different learning strategies, the desks and chairs are not conducive because they are fixed. As a result most of the teachers use individual or pair work. This problem is not only in English classes but also in others subject areas (T-01, March 04, 2025).*

According to Teacher-01's explanation, it is difficult to implement various active learning strategies in the classroom. This difficulty arises because the desks and chairs are fixed (not movable), making it challenging to create diverse learning environments that support collaboration and active engagement. Consequently, students have limited opportunities to learn through various approaches, such as group discussion, role play, the jigsaw method and others active learning techniques. In relation to students' seating arrangements, Smith et al. (2005) state that flexible seating arrangements facilitate collaboration, peer learning, problem-solving, and sharing of ideas. This suggests that movable seating arrangement is helpful pedagogical tools that can

significantly foster the success of active learning strategies by allowing dynamic instructional strategies.

The classroom observation data also confirmed the interviewee results (see sec 4.3.2.1). Specifically, during the classroom observations, the researcher observed that a large number of students were learning in a single classroom. Moreover, three to four students shared one fixed chair, which made it difficult to accommodate various learning styles, such as arranging students in a circle, jigsaw methods and other.

The participants also asserted that a shortage of students' textbooks and supplementary materials, such as audio-visual aids and reference books are the other factors which challenge them to implement active learning in ELT classrooms. They stated that the new English curriculum textbook started recently; however, all the students have not received the text yet. For a time, one book is shared for four to six students. As a result, they were facing problems to help students in conveying different class activities that students can learn through different means of learning strategies. For example, Teacher-04 stated as follows:

> *Recently, we have been facing a significant challenge due to shortage of textbooks. We are supposed to implement the new curriculum textbook, but the textbooks have not yet been distributed to all students. Five to six students are sharing one book. Before we got the text, we were using a soft copy of the textbook for teaching. (T-04, March 18, 2025).*

From the above teachers' explanation, it can be said that the scarcity of students' textbooks and other supplementary materials such as teaching aids are among the main factors which challenge teachers from implementing the active learning approach. According to Tyler (1949) textbooks serve as a primary source for standardized curriculum delivery. During the classroom observation, the researcher also noted that most of the students did not have textbooks on their desks. After the classroom observation, the researcher asked the school director the reason why students had not been provided with textbooks. The director explained that they had only received soft copies, and they were told to use the soft copy until the hard copies were distributed. Similar issues with student textbooks were observed in all five schools.

The other major challenge which negatively influenced the implementation of active learning was shortage of instructional time. The participants stated that they teach 40 to 50 students on average in forty minutes, which is difficult to supervise the performance of individual students. For example, Teacher-01 explained that:

> The *shortage of time to cover the portions and to complete the activities given in the textbook is the major challenge I face in implementing active learning in my ELT classes. This often leads me to a relay on lecture methods, which can impede students' engagement and participation. To address this issue, I try to design lesson plans and incorporate interactive content that fit within the limited timeframe to cover the portion and to prepare students for the national examination (T-01, March 04, 2025).*

From teacher one's statement, it can be evidenced that the imbalance between class sizes and allotted time forces him to relay on lecture method to cover the materials within allotted time. Supporting this fact, (Farant, 1980 and Nonie et al., 2024) stated that shortage of time limits teachers and students from implementing an active learning approach in the classroom.Teacher-04 also added that as follows:

> *The school administration evaluates us based on our coverage of the portion prescribed in the textbook within the allotted semester. Therefore, we use explanation followed by giving notes rather than encouraging students to participate in the teaching and learning process by practicing various active learning strategies (T-04, March 18, 2025).*

From the description provided, it can be evidenced that the focus of the teacher is prioritizing covering the portion over facilitating practical language learning for the students. This is because the intention of the teacher is to cover the portion in the allotted time. The grand mean score of this category, revealed 4.41 depicted that the majority of the respondents agreed that the challenges related to shortage of time contributes to low implementation of active learning in teaching the language. This finding is consistent with previous studies, Taye Geressu (2008), which suggest that teachers' classroom practice of active learning affected contextual and institutional factors. This indicates that despite teachers' willingness to enhance instructional quality, they may not achieve desired educational outcomes without adequate support and enabling conditions.

Collectively, the findings showed that resource-related challenges, especially large class sizes, limited instructional time, fixed seating arrangements, and shortages of textbooks

and teaching aids, constrain teachers from implementing an active learning approach in their ELT classrooms effectively. As Garay and Hattie (2025) stated, factors such as large class sizes, students' seating arrangements, and instructional materials significantly influence teachers from using of various instructional approaches and concrete strategies in classroom teaching.

4.3.1.5.4 Challenges Related to Administrative Support

The school administration and other stakeholders play a significant role in facilitating conducive teaching and learning environments. Their involvement is important for the effective implementation of classroom instructional practices. During the interview session, the teachers attributed challenges they encounter related to the administrative factors. They reported that the school administration does not facilitate supportive environments that enable teachers to use diverse teaching and learning strategies, such as the active learning approach. Instead, teachers are often pressured to complete the prescribed curriculum within the allotted semester and to focus largely on preparing students for grade promotion and national examination. As a result, they rely on student-centered teaching methods, focusing on exam- oriented areas such as grammar and vocabulary, which are considered more suitable for setting exam. As Biggs (1996) stated, administrations are likely to act negatively as observed in several countries by assessing learning in terms of numbers or grades leaving separately the quality of learning students have accomplished.

Another challenge raised by the participants during the interview session was the lack of support from stakeholders regarding the practical implementation of active learning in ELT classes. The teachers stated that they have not been provided with adequate professional development opportunities that can enhance their instructional practices, particularly in relation to active learning approach beyond the common pedagogical courses they took during their college education. For instance, one of the participants, teacher-03 explained:

> *We have not been offered with any specific training on how to implement active learning strategies in our ELT classrooms. Besides, we do not have opportunities for workshops, mentoring or experience sharing experiences that could help us on how to use interactive teaching methods which fosters our students' engagements (T-03, March 12, 2025).*

The teacher noted that he has not received any specific training or courses that strengthen his pedagogical skills concerning the implementation active learning approach in ELT classrooms. Similarly, the other teachers agreed with views expressed uncertain about how to use active learning in practice despite holding positive beliefs about the importance of implementing the approach for students' effective learning. This suggests that without adequate support such as training, mentoring, experience sharing and access to adequate teaching and learning resources, it becomes difficult for teachers to design involving activities, create interactive classrooms, and assess students' performances through active participation. Teacher-04 also stated that the lack of practical guidance and pedagogical support is among the main reasons which cause teachers to continue to rely on teacher-centered teaching methods. In relation to this idea, Harris and Sass (2006) argue that providing teachers with well-organized training programs and consistent institutional support through in-service and informal professional development significantly enhance teachers' professional competence and improve the over quality of education.

The results indicate that administrative pressures, limited institutional support, and lack of professional development opportunities significantly hinder the effective implementation of active learning approaches in ELT classrooms. Thus, teachers tend to rely on teacher-centered instructional methods and focus on exam-oriented content, such as grammar and vocabulary. Addressing such challenges requires collaborative efforts from school administrations and others to provide supportive teaching environments, pedagogical support and continued professional development for the effective implementation of the approach.

Generally, teachers' responses indicated the presence of contextual factors that impede the effective implementation of active learning approach in ELT classrooms. These factors include teachers' preference for relying on teacher-centered methods and focusing on exam-oriented teaching, such as grammar and vocabulary. Additionally, major student-related challenges identified in this study include a lack of motivation and interest in active learning classrooms, insufficient English language proficiency, shyness in practicing activities using the target language, and the dominance of a few high-achieving students. Furthermore, resource-related factors, such as large class sizes, fixed seating arrangements,

limited instructional materials, and insufficient instructional time contribute to the ineffective implementation of active learning approach. Similarly, a lack of academic and pedagogical support from school administration and other stakeholders was reported as a critical challenge to implementing this approach.

Finally, although teachers demonstrate strong positive beliefs about the active learning approach and are aware of their pedagogical roles, various contextual factors continue to impede its effective implementation. As a result, they mainly rely on teacher-centered methods and use only a limited range of active learning strategies, such as pair work and discussions. This reliance on traditional methods may also be influenced by factors such as large class sizes, and insufficient instructional resources. Furthermore, both the survey and classroom observation data validate the teachers' self-reported during the interview sessions, highlighting a clear gap between their beliefs and actual classroom practices. Therefore, addressing these contextual barriers is crucial for adopting more effective application of active learning approach in ELT classrooms.

4.4 Data from Classroom Observation

Classroom observation was another data gathering tool used in this study. Therefore, this section briefly presents the common instructional activities conducted in ELT classrooms based on classroom observation data. Classroom observations were conducted with five EFL teachers who teach grades 11 and 12 during consecutive class periods from March 01 to 30, 2025. All teachers had previously participated in completing questionnaire and interview sessions. Each teacher was observed twice in different consecutive classes, with each session lasting for 42 minutes. In total, ten classroom observations were conducted across five schools. The observed data were transcribed based on each teacher's classroom instructions (see App. C). Subsequently, each teacher's instructional practices were described comprehensively to obtain a deeper understanding of their classroom practices, particularly in relation to the implementation of the active learning approach before analyzing their classroom instructions.

The classroom observations were conducted using the observation guide lines (see Appendix C) and audio recordings, which was prepared based on the research objectives.

To ensure consistency and relevance in examining teacher's classroom practices, the observation data were categorized into three areas. These include the physical conditions and facilities of the observed classrooms in relation to the implementation of the active learning approach, descriptions of teachers' classroom lessons presentation and analysis of teacher's classroom observations lessons. Therefore, this section presents reports on teachers' classroom lessons and describes classroom instruction in terms of teacher and student activities, classroom interaction patterns, teaching strategies and the utilization of instructional materials, and other related issues.

4.4.1 Physical Condition of the Observed Classrooms and Facilities

As mentioned in section 4.3, for the purpose of this study, ten classroom observations were conducted in the classrooms of five EFL teachers in two consecutive periods. It was noted that nearly all of the observed classrooms conditions shared a common physical learning environment where teachers instructed students in various subject areas. As a result, the observed classrooms are briefly described holistically rather than describing each classroom individually.

All observed schools were constructed as separate classroom blocks, located approximately ten meters apart from one another. The class sizes and the student seating arrangements are almost identical across the schools. This similarity is mainly because most of the schools were built by the same design. The classrooms are safe, spacious, and adequately lighted, with good air circulation, and comfortable temperatures. Therefore, it can be possible to say that the classrooms physical layouts are conducive to fostering positive teaching and learning interaction between teacher and students.

However, although all observed classrooms have relatively suitable physical layouts, including sufficient lighting and air that support the teaching and learning procedures, there are also some negative factors that affect the overall teaching and learning environments. The classrooms layout and seating arrangements appeared to be crowded and inappropriate for implementing various seating formats such as circle arrangements, collaborative learning, or group work setups that conducive for different active learning strategies. As Scrivener (2012) states, flexible seating arrangements allow teachers to

facilitate more collaborative and interactive classroom environments. Harmer (2007) also explains that different seating arrangements such as circles, horseshoes, and group seating, encourage interaction and communicative activities among the students. The fixed layout of desks limited flexibility and made it difficult for teachers to adapt the classroom environment to different teaching strategies. As a result, opportunities for interactive discussions, peer collaboration, and student-centered learning activities were limited.

For instance, the chairs are joined to desks, and are used simultaneously for sitting and writing. Each desk on average is designed to accommodate three students. However, in most of the observed schools, three to four students share a single desk because of large class sizes. Hence, these overcrowd class sizes restrict the students' comfort and mobility. They feel less motivated and connected to the teacher because they receive less attention. This could negatively reduce students' engagement, motivation, and overall learning activities.

Moreover, it makes it difficult for teachers to use interactive instructional strategies such group discussions, and collaborative learning. In relation to this idea, Bransford et al. (1999) asserted that it is difficult to implement participatory strategies such as group discussions, jigsaw, project-based learning, and other strategies in large class sizes. It necessitates more teacher-centered instruction, and restricts opportunities for student-led activities and collaborative learning because managing participation and monitoring learners becomes more complex.

In general, although most observed schools were well-constructed and properly cemented, adequately lighted, and provided with sufficient air circulation, the physical environment was not conducive to the effective implementation of the active learning approach. First, the fixed desks prevent flexible seating arrangements, and limit the implementation of diverse learning activities. Second, large class sizes restricted classroom space, making it challenging for teachers to walk around the classrooms and provide individual support using various active learning strategies. Findings from various researches reveal that the physical condition of classrooms plays a significant role in fostering students' engagement and enjoyment in the teaching and learning process. Classroom physical conditions can make or break an implementation of active learning strategies (Silverman, 1996). During

the interview sessions, the participants also stated that the classroom physical conditions, among other factors, led them to relay on teacher-centered methods. However, they hold positive beliefs about the significance of implementing active learning for students' effective learning of the target language. They also express an interest in using the approach if favorable conditions are provided.

Regarding the availability of student textbooks, teachers raised serious concerns during the interview sessions and post-classroom observations. They reported that most students did not have access to textbooks, which made a significant challenge to delivering quality education. Some teachers stated that they often write homework on the blackboard since most students do not have textbooks.

4.4.2 Descriptions of Teachers' Classroom lessons presentation

To illustrate each teacher's classroom instruction, a brief report of each teacher's lesson observation is presented below before analyzing the teacher's instructional practices.

4.4.2.1 Teacher one's Classroom Lessons Descriptions

Teacher one was observed twice in different sections of ELT classrooms. The following sections provide a brief report of each lesson.

Observation One

Number of Students: 51

Observed Grade: Grade 11B

Topic of the Observed Lesson: Unit Seven: Adverbs and their categories

The first lesson focused on grammar teaching, specifically the five types of adverbs: manner, place, time, frequency, and degree. The teacher began the lesson by writing the topic of the day's lesson on the blackboard. She spent about three to five minutes revising the main points of the previous class lesson. The revision focused on guessing the meaning of the underlined phrasal verbs, with very few students' participation. Next, she dedicated about twenty minutes writing the definition for each type of adverb on the blackboard, supporting each definition with different examples. After writing the notes, the teacher instructed the students to open their textbooks on page 182. The teacher then devoted to

explain the topic to the students based on their written orders from the blackboard. Then, she told the students to identify the adverbial clause of time from the given activities in their textbook on their seating. However, most students looked confused and were not paying much attention to the activity. The classroom kept silent instead of discussion. In addition, most students did not have textbooks on their desks to work on the activity. The teacher moved around the class while some students tried to do the given class activity, and after about ten minutes, the teacher told students to stop discussion and it is time for class discussion on the given class activities. Then, the teacher tried to give answer for the class activities with very few students participating. While the discussion was going on, the bell rang, ending the lesson. The teacher then left the class by assigning additional homework to be done for the next lesson, which is adverbial clause of place.

Observation Two

Number of Students: 48

Observed Grade: Grade 11A

Topic of the observed lesson: Unit Eight: Reading: Prevention of Chronic Disease

This lesson was supposed to be a review of homework (page 207 & 208). The teacher began the lesson by asking the students whether they had read the passage and done the activities from the reading text. It was given as homework. However, most of the students remained silent in response to the teacher's question. The teacher then proceeded to explain the meaning of new words from the passage and wrote the definitions on the blackboard (see App. C). Then, she instructed the students to go through the passage again and do the questions from the text together at their desks.

The first task involved answering comprehension questions, while the second was a vocabulary task on contextual meanings. However, the participation of the students was very weak, and most of them seemed reluctant. Furthermore, there were no textbooks found on most of the students' desks. This problem was common in other observed grades and schools. While some students were working on the tasks, others were still copying from the blackboard. Other students also did other subjects' activities, e.g., mathematics. After about ten minutes, the teacher informed the students it was time to discuss the answers. The discussion involved only a few students in the form of an asking and

answering format. The teacher left the class after assigning additional homework for the next lesson.

4.4.2.1.1 Analysis of Teacher one's Classroom Observation Lessons

When one examines a brief description of teacher's one classroom instructions given above and the whole lesson transcription attached to this paper as appendix C, varieties of interactive active learning strategies that could enhance students' engagement were hardly employed. The only techniques employed throughout the lesson were giving notes and eliciting. The teacher controlled most aspects of the teaching and learning process rather than facilitating supportive learning environments that encourages students' engagement and interaction. For example, during the first day of classroom observation, the teacher began the lesson by reviewing the previous contents herself instead of encouraging students to recall the topic they had learned using different interactive strategies that promote their participation (see *App. C, T1 Ob1).*

During the interview session, the researcher asked the teacher by saying, "Could you explain how you conduct your daily teaching and learning activities?" The teacher explained that she usually begins her daily class instructions by checking whether the students have completed their homework, and giving quick revision of the topics they taught in the previous lesson. She also states that she encourages students to recall what they discussed in the previous lesson (see App. B, T-01) As Piaget (1973) stated, encouraging students to revise the previous lesson before moving to new lessons is not only a peripheral activity but also a central and evidence-based strategy. During the second observation, the teacher also introduced the new lesson by reviewing homework with few students' participation.

In regard to encouraging students to engage in interactive activities using various learning strategies such as pair work, group discussions, problem-based, or cooperative learning, there were limitations of using these strategies. The majority of classroom activities focused on providing notes and explanations followed offering notes, particularly during the first observation session. The only activities assigned to students involved completing the given tasks from the textbooks, followed by teacher-lead discussions while most

students remained copying and listening. However, these discussions were weak, as only a few students had textbooks on their desks and actively participated. Particularly, during the second day observation since the lesson focused on reading skills, students were not encouraged to do in pre, while and post reading stages through different interactive strategies such as discussion or reflecting on their ideas related to the lesson topic.

Furthermore, the teacher was not observed using diverse instructional materials such as charts, diagrams, posters, or visual aids that help to enrich the learning environments, except relying on individual notes and the textbook. Concerning the benefits of teaching aids for the students' practical learning, Ariani and Marleni (2023) emphasized that meaningful learning occurs when varied materials such as visual aids, multimedia, and interactive technologies are employed to help students engage in teaching and learning process. The teacher initially used the target language for classroom interaction and then repeated the same idea in the students' mother tongue language, Afan Oromo. The approach seems to help students to understand the contents more effectively.

Majority of the classroom instruction relied on teacher-centered methods as the interaction was limited to answering questions and completing tasks with minimal participation from the top participants. There was no genuine interaction between teacher and students or among students that required the use of an active learning approach in ELT classrooms. Teacher's evaluation technique relied on checking homework and answering questions.

In general, based on the classroom observation of Teacher-01, in observation one and two, it can be conclude that there were no effective implementation of the active learning approach in the ELT classrooms that could enhance students' collaboration, or provide opportunities for sharing experiences through a range of interactive strategies. The only opportunities provided to students to engage in the teaching and learning process were limited to activities such as copying notes, completing activates, pair work and group discussion conducted in students' seats. However, these activates were dominated by very few students.

4.4.2.2 Teacher Two's Classroom Lessons Descriptions

Similar to the observations of the other teachers, teacher two's classroom teaching was observed during two consecutive periods, in grade 12 (sections B and A), respectively. Therefore, each lesson observation is presented briefly.

Observation One

Observed Grade: Grade 12A
Number of Students: 46
Lesson Topic: Unit Seven: Speaking Skills: Debating and Reading

The first observed lesson for teacher two focused on the topic of debating and was based on the activity from the students' textbook on page 162. The teacher began the lesson by writing the lesson's topic, "Debating," on the blackboard. Then he reminded the students of the previous lesson which was about "Types of Essay Writing" addressing the students by names. He also reminded the students to do their assignment, which was given on writing an essay for the next week. He then asked the students to explain what a debate is, referring to their learning in previous grades, nine, ten, and eleven. A few students raised their hands and attempted explain about a debate. The teacher appreciated the students for their answers and then wrote the definition of a debate and its structure on the board. After a detailed explanation, the teacher announced that their next class would be a debate and that they needed to choose their own topics and prepare for it. He also informed them that the debate would be account from 10% of grade. Then he moved on to the next lesson, which was reading text from the students' textbook. He instructed the students to read the passage quickly and complete a table with specific information from the text although most of the students did not have textbook on their desks. After about eight minutes of the students' discussion, he ordered the students to stop discussion and complete the table together. Finally, the teacher gave the students additional homework, and it was the end of the lesson.

Observation Two

Observed Grade: Grade 12B

Number of Students: 49

Topic of the Observed Lessons: Unit Seven: Phrasal Verbs

The second day's lesson observation was about ‘phrasal verbs.’ The teacher began the day’s lesson by reviewing word analogy exercise from the previous class. He then wrote the topic of the day’s lesson on the blackboard, “phrasal verbs,” providing some examples and their meanings. Next, the teacher instructed the students to open their textbooks to page 172 and do the exercises in pairs. However, most of the students seemed confused and did not start the exercise. Furthermore, some students did not have textbooks on their desks. After writing additional examples on the blackboard, the teacher walked around the room to check the students' work. He then returned to the front, told the students to stop discussing, and announced that they would complete the exercises together as a class. He worked through several examples with a few students who were participating and then instructed the rest of the class to follow the same approach. Finally, the teacher had the students copy the notes from the board and assigned homework for the next day. When the class period was over, he left for his next class.

4.4.2.2.1 Analysis of Teacher Two’s Classroom Observation Lessons

Similar to the other observed teachers, the researcher observed teacher two’s ELT classroom for two consecutive periods in grade 12, section B and A. As demonstrated in the above description and the lesson transcriptions in Appendix C, it can concluded that there were some use of interactive active learning strategies that could enhance students’ engagement, though the interaction was mainly between the teacher and very few high achieving students.

With respect to encouraging students to recall topics they had learned in the previous day’s lesson and connect them with the current lesson, during the first day of observation, the teacher encouraged students to recall their previous lesson by calling their names before moving to the new lesson. However, during the second day of classroom observation, the teacher began the lesson by reviewing the previous day’s content without encouraging

students' participation as in the first day observation, and then proceeded to the day's lesson, which focused on phrasal verbs.

Regarding the strategies practiced during the classroom interactions, it has was observed that the teachers employed some range of instructional strategies such as discussion, questioning and answering, completing tasks, assigning writing activities concerned with various types of essays. Furthermore, students were provided an assignment to prepare for debate to be conducted in the following weeks, during the first observation. However, classroom participation was mainly dominated by high-achieving learners. Particularly, during the first day observation of the reading session, the discussion largely occurred between the teacher and two or three students while the majority of the class remained passive listeners. According to classroom interaction theorists, meaningful learning occurs when all students are actively involved in the teaching and learning process under the teacher's facilitating. For example, Harmer (2007) argued that students learn more effectively when they are actively engaged in classroom instructions such as discussions, problem-solving tasks, and collaborative learning rather than passively listening to the teacher.

Likewise, during the second day of classroom observation, the researcher noted that the teacher employed strategies such as group discussion to actively engage students in the teaching and learning process actively. While the students were discussing, he moved around the classroom and supervising their work as a facilitator, and guiding them when they needed help. Lastly, he encouraged students to answer questions by calling their names from what they had discussed. The majority of the students actively participated except those who had no textbooks. However, classroom management seemed to be weak as some students did not have textbook on their desks and seemed confused. Furthermore, a few students were observed while doing unrelated activities, such as working on mathematics. As various studies indicate, textbooks can significantly influence students' learning outcomes and interact with their motivation levels. For example, Richards (2014) states that textbooks influence teaching methods, classroom activities, and interaction patterns between teacher and students, and among students.

In relation to instructional materials, the teacher highly relay only on the students' textbook and was not seen to make use of other supplementary materials such as audiovisuals, pictures, maps, charts, etc. In relation to the advantage of using instructional materials for the students' effective learning, Brown (2007) argues that the use of visual and audiovisual aids in language classrooms improves students' understanding by making abstract language concepts more concrete and engaging. One good experience observed during teacher teacher's two observations is that the teacher encourages students to use the target language.

In relation to encouraging students to participate in classroom instruction, it was observed that the classroom instruction held mainly between the teacher and very few top learner students. These students were the ones who actively engaged in discussions and answered questions, while other students were not encouraged to participate. As a result, the teacher largely dominated the classroom instruction, with minimal use of interactive strategies as stated in the above.

In general, based on the observation from the two lessons thought by Teacher-02, it can be concluded that the teacher endeavored to use some active learning strategies to enhance students' engagement in his ELT classrooms. These strategies include questioning and answering, group discussion, and debate activities. However, the consistency and effectiveness of their implementation were somewhat inhibited by classroom management challenges and limited resources, such as textbook and the use of teaching aids.

4.4.2.3 Teacher Three's Classroom Lessons Descriptions

Teacher's three classroom observations were conducted in the same manner as those of the other observed teachers (teacher one and teacher two). Each observation was carried out over two consecutive periods, and covered different topics (active and passive voice, and reading skills). The observations of these two lessons are presented below.

Observation One

Observed Grade: Grade 12D

Number of Students: 51

Topic of the Observed Lesson: Unit Eight: Active and Passive Voice

The first observed lesson was about active and passive voice. The teacher wrote the topic of the lesson on the blackboard, "Active and Passive Voice," supported with notes and examples. He then gave a detailed explanation of how to change the active voice to the passive voice, writing more examples on the board. In the middle of the explanation, the teacher called on a few students by their names to change the written examples from active to passive voice. However, only a few students tried to answer. After about twenty minutes of explanation, the teacher told the students to open their textbooks to page 204 and complete the activities in groups at their desks. The task was to complete the sentences with the correct active or passive form of the verb in brackets. Approximately five to eight minutes later, the teacher instructed the students to stop their discussion, as it was time to work together. Then, he started discussing the answers to the exercises with very few students who were participating. While the discussion was ongoing, the bell rang, and the lesson ended.

Observation Two

Observed Grade: Grade 12B

Number of Students: 49

Topic of the Observed Lesson: Unit nine: Reading Skills (Conflict Management).

On the second day of observation, the teacher started the day's lesson by asking some questions about the text. For example, "What are the most common reasons for conflicts between parents and children?" The purpose of the teacher starting the lesson with questioning was to elicit the students' attention towards the topic of the reading text. Then, he instructed the students to discuss in groups and report the results of their discussion. However, only a few students participated in the discussion. After about five minutes, the teacher told the students to stop discussing and share their answers. About three to four students tried to explain their ideas, but they spoke in their mother tongue. The teacher

then instructed the students to go through the passage and pick out the main ideas of each paragraph. However, most of the students do not have textbooks on their desks. While some students did as instructed, the teacher moved around the class and checked their work. After about ten minutes, the teacher told the students to stop reading and started explaining the answers to the exercise. The discussion was with few students in the form of asking and answering. Next, the teacher proceeded to the vocabulary section, which involved finding the contextual meanings of given words from the reading passage. The teacher also did the vocabulary exercises with just a few students. Finally, he gave them homework, and the class ended.

4.4.2.3.1 Analysis of Teacher Three's Classroom Observation

As can be seen from the brief description of teacher three's classroom observations, it was observed that most of the classroom interactions were dominated by the teacher's explanation, which could not encourage students' interactions. The only strategy employed throughout the lesson was eliciting students to complete activities from their textbook and report their answers. This approach leads once to argue that there is no genuine implementation of active learning approaches in ELT.

For example, during the first observation, the teacher was not observed while encouraging students to engage actively in the instruction using various learning strategies such as asking questions, discuss at their seats and then report the result of their discussion. The teacher spent most of the time writing notes on the board and explaining active and passive voice. There were limited opportunities for the students to participate in the lesson, share their ideas, or ask or answer questions. Consequently, student engagement seemed typically passive, with the majority of students copying notes from the blackboard and listening rather than interacting with the teacher or peers. The only opportunities given for students were completing activities provided in their textbook at their desks. However, most of the students did not have textbooks on their desks. As a result, during class discussion, students who had no textbooks were seen moving around the class to share with students who had textbooks. Others turned upside down to discuss with students who had textbooks so that the class was noisy. Furthermore, the students showed signs of confusion and difficulty following the lesson.

The main reason teacher focused on giving notes and explanations, as he noted during the interview session was that most of the students had not obtained the newly revised textbook. As a result, they do not have access to complete the activities at home. The teacher also explained that he sometimes uses peer discussion or group discussion followed by explanation, or instructs students to complete the given activities on their seating. The results obtained from the questionnaire also support teacher's interview and classroom discussion.

On the other hand, in the second observation, the teacher began the lesson by asking questions related to the topic that the students were going to learn. For example, the teacher asked, "What are the most common reasons for conflicts between parents and children?" Moreover, the teacher instructed the students to discuss the question in groups and report back on their discussions. However, the discussion was mainly between the teacher and only a few students, and did not include lower and average students. Most students were not engaged in the discussion.

Regarding teacher's use of alternatives active learning strategies that encourage student interaction such as pair work, group discussion, role-plays, brainstorming sessions or problem-solving activities, the teacher rarely provides students with a range of active learning strategies such as group discussions and questioning and answering. During interview session, the teacher also stated that he rarely uses peer teaching and group discussion at their teaching depending on the given activities. Otherwise, he predominantly uses teacher-centered teaching methods as his main focus is covering the portion within the allotted schedule, with particular emphasis on grammar and vocabulary skills prioritizing in the national examination (see sec. 4.2.1).

Similar to other observed teacher, this teacher was not observed while using pertinent authentic learning environments and instructional materials (charts, posters or diagrams) that foster students' motivation to take part in the classroom activities. This reveals a lack of using diverse instruction methods that encourages students' engagement and support more collaborative and effective learning environments. Students learn through different means of learning based on their learning backgrounds, some are visual learners, while others auditory. Thus, using a variety of teaching methods enables all students can access

and engage with the content. Gay & Airasian (2000) argues that incorporating diverse instructional strategies validates students' responsibility for their learning, increase motivation and active participation.

Over all, from the above two classroom observation of teacher three's, it can be concluded that most of the class time was typically occupied by the teacher, with minimal use of active learning strategies with the dominance of few fast learners. Students had limited opportunities to engage in the classroom instructions; these were completing class activities through discussion at their seating and answering.

4.4.2.4 Teacher Four's Classroom Lessons Presentation

There were two lessons observed in the fourth teacher's classroom, and a brief report of each observation is provided below.

Observation One
Observed Grade: Grade 11C
Number of Students: 44
Topic of the Observed Lessons: Unit Seven: Order of Adjectives in a Sentence

The first lesson was about the order of adjectives, page 185. Before starting the day's lesson, the teacher asked the students to recall the previous lesson. Three to five students raised their hands, and the teacher gave them a chance to answer by calling their names. The lesson was about adverbs and their types. The teacher then gave an additional explanation based on the students' review and began the day's lesson by writing some examples on the blackboard. He explained how to order adjectives when more than one adjective is used to describe a single noun. After about ten minutes of explanation, the teacher instructed the students to put the adjectives given in the brackets in the correct order to complete the sentences so that they give meaningful sentences. However, the students' discussions were quiet; in addition, most of the students did not have textbooks on their desks. The teacher moved around the class and monitored the students' participation. After a few minutes of discussion, the teacher requested them to share their answers. He asked each question to the whole class, and a few volunteers gave him answers for individual questions until the end of the exercise. The teacher also appreciated

the students' responses by saying, "Very good." Finally, the teacher announced the end of the lesson by giving additional homework to be done for the next lesson.

Observation Two

Observed Grade: Grade 11E

Number of Students: 41

Topic of the Observed Lessons: Unit eight: Quantifiers (Page215)

The second lesson was about quantifiers, and it was a homework exercise. The teacher asked the students if they had done their homework or not. Some students gave the teacher the sign of endorsement that they had done their homework. The teacher then instructed the students to take out their exercise books and textbooks for discussion. Before the discussion, the teacher spent some minutes explaining quantifier adjectives. Then, he began to discuss the answers for homework exercises with a few volunteer students and spent the entire period writing on the blackboard, giving additional examples and some additional related questions. Next, he instructed the students to do three questions, which were written on the blackboard. While the students were doing it, he walked around the classroom and marked the students' exercise books. Finally, he closed the lesson by giving homework to be done for the next lesson.

4.4.2.4.1 Analysis of Teacher Four's Classroom Observation

As can be seen from the above teacher's four observation one, the teacher began the lesson by asking students to remind about their previous lesson though very few students participated to react on the raised question. The focus of the teacher seemed to help students link their prior understanding of adverbs with the new topic, which was about the order of adjectives. This practice indicates an instructional strategy that aimed at activating students' prior understanding in relation to the new contents. This approach is widely supported in educational pedagogy, as it helps students connect new information with their prior knowledge and experiences that enables them to construct new understanding (Bransford et al., 1999). However, in observation two, the teacher emphasized presenting and controlling the instructions rather than engaging students in the teaching and learning

process. This was because the teacher began the lesson by asking students whether they have done their homework or not and then moved to explanations.

Despite the recognized value of using various active learning strategies like peer work, group discussions, role plays, debates, and others in active learning classrooms, it was observed that the teacher did not use such strategies to promote students' participation. The only strategies the teacher employed was organizing students to complete activities given in the textbook followed by his explanations. The students' participation has received little attention, while a significant portion of class time has traditionally been devoted to explanation by the teacher rather than engaging students to participate in part of the lesson using various techniques. The students' responsibility included writing the given notes from the black board, listening to the teacher's explanation and completing class activities either in pair or in groups at their seats according to the given instructions.

The teacher was not observed employing a variety of teaching aids, to support differentiated classroom instruction and address diverse learning needs, which could enhance students' engagement with the content. Various research findings show that using different teaching aids significantly enhances students' effective language learning. For example, Nunan (1999) noted that authentic materials and teaching aids help learners connect classroom learning with real-world language use. It also increases interaction between teachers and students, and encourages active participation in lessons. Students become more motivated and interested in learning.

Generally, teacher four's classroom instructions largely relied on a teacher-centered method, with minimal use of active learning approaches such as questioning techniques and group discussions conducted at students' seats. Most of the class time was focused on direct instruction, where the teacher explained about the contents to be covered while students remained passive listeners and answered simple questions. Student participation appeared relatively weak, and there was little evidence of opportunities for students' interaction or cooperative learning.

4.4.2.5 Teacher Five's Classroom Lessons Presentation

Two classroom observations were carried out in teacher five's lessons, and each observation is briefly presented as follows.

Observation One
Observed Grade: Grade 11D
Number of Students: 42
Topic of the Observed Lessons: Unit Eight: Cohesive devices

The first observed lesson was about "Cohesive Devices." The teacher wrote the lesson topic, its definition, and three pre-questions on the blackboard. Then, he ordered the students to take out their textbook to discuss the questions in groups. The questions were joining two sentences by using the appropriate cohesive devices, such as, "and," "but," "therefore," "yet." However, most students with the exception of a few did not appear to pay attention to the instructions. Moreover, there were not textbooks on most of the students' desks. The teacher moved around the class for a few minutes and encouraged students to discuss the exercise together. Then, the teacher asked the class to respond to each pre- question, and he got responses from few participants. Next, the teacher instructed the students to do the given activities from their textbook in groups. He walked again around the class and supervised their work until he needed to discuss the exercise together with the students. After about ten minutes, the teacher started answering the class activities with some students' participation. However, when he was doing the exercise together with the students, the class period was over. He told the students to finish the rest by themselves and also gave them additional homework for the next classes.

Observation Two
Observed Grade: Grade 11B
Number of Students: 37
Topic of the Observed Lessons: Speaking Skills

The second lesson focused on speaking skills, specifically on the topic of "Asking for an Apology." The teacher wrote the topic on the blackboard and asked the students to take out their textbooks. First, the teacher quickly reminded the students about the previous lesson,

about asking for clarification. Then he briefly explained what 'asking for an apology' means, supporting his explanation with different examples. Then, he instructed the students to open their textbooks to page 232 and discuss in groups. Similar to other observed classes, some students did not have textbooks on their desks. Most students did not appear to be attending the discussion. They looked tired; besides, their discussion was in their mother tongue. The teacher moved around the class and encouraged the students' activities, and he occasionally reminded them to use English in their discussion, though they did not do so. The class was noisy, and most students did not look to be discussing the statements. After spending about ten minutes, the teacher asked the students to stop discussing and started completing the dialogue with a few students' participation. In the meantime, the bell rang and the teacher left the class.

4.4.2.5.1 Analysis of Teacher Five's Classroom Observation

The researcher observed two lessons taught by teacher five in ELT classrooms. As can be seen from the above description and the lesson transcription in Appendix C, it is reasonable to conclude that the majority of the classroom instruction was dominated by teacher-centered teaching methods. For example, regarding encouraging students to remind the previous lesson before moving onto the day's lesson, it was observed during the observation one that the teacher did not provide students with the range of opportunities to practice the target language by encouraging them to recall about their previous lessons. Instead, the teacher directly began by writing the day's lesson topic on the black board, posed some questions and then ordered the students to do the questions in their seats. Similarly, during observation two, the teacher briefly reminded students about the previous lesson rather than actively encouraging them to participate and make connections between prior knowledge and the new lesson to enhance their understanding and interest. In connection with this idea, Rosenshine (2012) states that beginning a lesson with a review of previous learning enables students perform better academically and facilitate the building of new knowledge on what they have already know.

In connection with the kind of activities designed to encourage student engagement with a variety of interactive activities, it has been observed that the teacher rarely provides students with a range of active learning approaches such as pair work, group discussions,

and questioning & answering. As well, the teacher, instead of facilitating student-centered learning, he primarily follows a teacher-dominated teaching method, providing explanations and writing notes. The only observed effort to engage students was through pair work or group activities and class discussions, which tended to be dominated by the top-performing students.

During the interview session, the teacher also stated that the most commonly used instructional strategies were lecture method, pair work, group discussion, question-and-answer session, and individual exercises. They preferred these strategies because of contextual challenges such as large class sizes, constraints of instructional time, scarcity of teaching and learning materials, an examination-oriented system, and other factors. As a result, teachers tended to rely on these approaches as practical and manageable within their classroom realities. This observation is consistent with Harmer (2015) arguments, who states that teachers' methodological choices are frequently shaped by contextual factors, including class sizes, available teaching materials, time constraints and institutional expectations.

However, the active learning approach encourages students to actively participate in classroom activities based on cooperative learning rather than an individualistic approach. It boosts critical thinking and problem solving rather than depending on the teacher. Moreover, students are expected to take a greater responsibility for their own learning while the teacher models, facilitate, and monitor their progress.

With respect to the use of relevant authentic learning environments and various instructional materials, such as charts, posters, or diagrams, which encourage the students' interest and understanding the subject matter, the teacher predominantly, depended only on the students' textbooks and blackboard with little use of additional instructional materials. This indicates limited integration of diverse teaching materials that could boost students' engagement and encourage more collaborating and meaningful learning settings.

The other aspect of observation was concerned with students' activities. The students' classroom responsibilities appeared to focus primarily on listening and note-taking with minimal classroom discussion in their seats. Most students did not have textbook on their

desk, and walked around the classroom for searching classmates who had textbooks for classwork. They looked confused; besides, their discussions were in their mother tongue, Afan Oromo. They complete class activities which are given from their textbook and reflect on the answer followed by discussion, but more of by top students.

In general, most instructional features identified through classroom observations predominantly focused on teacher's note-writing and explanations, resulting in teacher-centered methods. Teachers were hardly observed while following up on students' participation in the given activities, creating relaxed contexts in which students could do things together, think critically, solve problems, share knowledge, and expose their discussion. The only opportunities for student engagement occurred through pair work, group discussion, or question and answer activities at their seats, usually followed by the teachers' explanation.

CHAPTER FIVE

FINDINGS AND DISCUSSION

5.1 INTRODUCTION

As stated in Section 1.3.2 of this study, the specific objectives were to: (1) investigate secondary school English language teachers' beliefs about active learning approach;(2) assess the extent to which teachers practice active learning approach in their ELT classrooms;(3) examine whether there is alignment or a mismatch between teachers' beliefs and their actual classroom practices regarding the approach; and (4) identify the contextual factors that affect the implementation of active learning approach in ELT classrooms. In order to attain the intended objectives, a descriptive survey research design with a mixed-methods data collection was employed to obtain a comprehensive understanding of the research issue. In addition, a correlational research design was used to examine whether teachers' pedagogical beliefs about active learning align with their classroom practices. Data were collected from EFL teacher participants through questionnaires, interviews, and classroom observations. Therefore, this section presents the findings obtained through quantitative and qualitative data-gathering methods, organized around themes that emerged from the data analysis and aligned with the main research objectives.

The analysis of teachers' questionnaires, interviews, and classroom observations was undertaken for two main reasons. First, it aimed to integrate data obtained through different data-gathering instruments, both quantitative and qualitative to achieve a deeper understanding of the issues under investigation and to increase the validity and reliability of the findings. To this end, the questionnaires' data were combined with interviews and classroom observations data to develop a comprehensive and holistic interpretation of the study. Second, it was intended to relate the findings of the study to existing literature supporting by relevant literature and previous research. This process involved triangulation and interpretation of the data to identify areas of convergence, divergence, and consistency with the existing studies. Accordingly, this subsection presents and discusses the findings

of the study based on the major themes that emerged from the data analysis, in alignment with the research objectives and guiding research questions.

5.2 Teachers' Beliefs about the Implementation of Active Learning Approaches

According to data obtained from teachers' questionnaires and interviews regarding their pedagogical beliefs about the significance of implementing active learning approach for students' practical and effective English language learning, teachers possess strong positive beliefs. The teachers believed that students become more engaged when they are actively involved in a variety of learning strategies such as peer work, group discussion, cooperative learning, problem-solving practices, and interactive exercises. Such engagement not only enhances students' sense of ownership and responsibility for their learning but also increases self-confidence, and promotes a culture of collaborative learning that emphasizes critical thinking and problem solving skills. In addition, this approach helps students' attention, increase motivation, and cultivate a deeper interest in the subject matter. Through encouraging active engagement, the approach supports the development of students' creativity, and the ability to work effectively in diverse teams and preparing them for real-world challenges. Trilling and Fadel (2009) argue that active learning approaches are important for developing 21st century skills, which include creativity, collaboration, critical thinking skills and problem-solving abilities. That is, the approach is crucial for preparing students to function effectively in diverse contexts and real-world.

Furthermore, the findings of the questionnaire and interview indicated that teachers believed implementing the active learning approach in ELT classrooms deepens students' understanding and retention of information. This could involve having students explain their individual experiences related to the lesson to the class or to a peer and then summarize their discussion in their own understanding. Such practice also encourages students to move beyond surface-level of memorization, leading to better comprehension and longer-term retention of information. In relation to these ideas, recent study by Dörnyei (2005), show that interactive and engaging classroom practices significantly enhance students' motivation interest, and sustained attention. Active learning environment

make class activities more meaningful and enjoyable; thus, fostering students' intrinsic motivation in the subject matter.

Similarly, teachers believed that implementing active learning approach in ELT classrooms provides students with meaningful opportunities to practice the language in authentic contexts and prepares them for real-life communication both inside and outside the classroom using the target language (see Table 4.2). Research by Freeman et al. (2014) further demonstrates that active learning increases student performance and reduces failure rates across disciplines. They also highlight the importance of using this approach for social interaction such as cooperative learning and peer working.

The findings of this study are consistent with those of previous international research (Karim, 2020; Minh; 2022; Surachai, 2020).These studies reported that teachers hold strong, positive conceptions regarding the importance of implementing active learning approaches to enhance students' effective learning, particularly in target language classrooms. Furthermore, the present results are in line with previous local studies (Alemu, 2020; Amare & Dagnew, 2020, and Tesfanesh & Damtew, 2023), which found that teachers perceive active learning positively, recognizing its substantial contribution to students' effective learning of the target language.

As part of teachers' beliefs regarding their professional roles in active learning classrooms, the questionnaire and interviews results depicted that teachers perceive their roles as multifaceted, extended beyond teacher-centered methods responsibilities such as teaching, assessing, evaluating and counseling students. In these classrooms, the primary role of the teacher is to facilitate students' ability to use and apply knowledge in real-life contexts, rather than serving merely as the source of knowledge. Teachers act as facilitators who guide and support students throughout the learning process, monitor their progress, and provide timely and constructive feedback. Tudor (2016) emphasizes that in active learning classes, teachers are expected to assume diverse roles such as mentors, managers, guides, motivators, evaluators, and organizers.

In practice, this means that teachers act as facilitator by designing meaningful learning activities that foster active participation, creating a collaborative environment where

students work together, and offering feedback that encourages reflection and improvement. This result also aligns with the findings of previous studies (Arbona, 2016, Denne-Bolton, 2001; Fredson et al., 2015), which highlighted the essential roles teachers play in active learning classes. Conversely, this finding contrasts with Telore and Damtew (2023), who reported that teachers lack a proper understanding of their professional roles and related practices in active learning classrooms. Thus, by adopting these roles, teachers help students take ownership of their learning, promote deeper understanding, and cultivate essential skills such as problem-solving, collaboration, and independent thinking.

The results of the interview sessions also corresponded with the findings of questionnaire. The teachers believed that their role is to facilitate a favorable classroom context for student learning, encourage collaboration, and promote social interaction among students based on their individual learning backgrounds. This suggests that the teachers possess strong positive convictions about supporting students through making learning an enjoyable experience and inspiring them to take ownership of their learning journey. According to Fredson et al. (2015), in language learning classrooms, the role of the teacher is to create a positive learning environment and provide students with opportunities to practice the language interact and learn from their mistakes.

In general, the findings from the teacher questionnaires and interview indicate that teachers hold strong positive beliefs regarding the significance of implementing active learning approaches to enhance students' English language learning effectively. They also demonstrate well-defined positive beliefs about their roles in active learning classrooms, particularly in facilitating student engagement, encouraging participation, monitoring and evaluating students' learning progress.

Therefore, it can be concluded that teachers possess favorable beliefs about the implementation of active learning approaches in ELT classrooms to promote students' effective target language learning. Furthermore, their beliefs reflect a commitment to fostering a collaborative and participatory learning environment, and supporting students' critical thinking skills and problem-solving abilities.

5.3 Teachers' Reports on Classroom Practices of Active Learning Approaches

This section of the discussion primarily addresses the second research question, which examines the extent to which the EFL teachers practice active learning strategy in their ELT classrooms. It also assesses the frequency with which teachers employ various types of active learning strategies. Accordingly, the survey results regarding classroom practices depicted that teachers generally perceive their implementation of the active learning approach as limited. Most teachers rely predominantly on teacher-centered teaching methods, occasionally incorporating strategies such as pair work, group activities, or individual exercises, often with the dominance of few top achieving students. The overall grand mean score 2.41 further supports this finding, suggesting that active learning strategies are infrequently practiced in ELT classrooms (see Table 4.4). As Larsen-Freeman (2011) argues, despite the promotion of communicative and active learning approaches, classroom practice often remains teacher-dominated, particularly in language teaching contexts.

Furthermore, the results regarding the frequency of active learning strategies most commonly practiced by teachers in their ELT classrooms revealed a limited implementation of these strategies. Although active learning incorporates a wide range of teaching strategies aimed at enhance students' engagement and critical thinking skills (Prince, 2004), the participants of this study reported frequent use only a few strategies such as the lecture method, individual exercises, pair work, and class discussion. The overall grand mean score of (2.7) indicates that, in general, active learning strategies were infrequently practiced by teachers in ELT classrooms (see Table 4.5). This finding suggests that many EFL teachers continue to rely predominantly on teacher-centered teaching methods despite educational policy and curriculum reforms advocate for more interactive and student-centered teaching approaches. As Richards and Rodgers (2001) noted, teacher-centered practices often dominate classroom interaction while practical student-driven activities remain underutilized. This reliance on teacher-dominated teaching methods could limit opportunities for students to actively collaborate meaningfully with peers, and develop essential communicative and problem-solving skills.

This finding indicates a clear discrepancy between teachers' beliefs about the potential benefits of active learning for students' successes in English language learning and their actual classroom practices. This limited practice may reflect challenges such as large class sizes, time constraints, teaching resources or insufficient training related to active learning approaches, which hinder teachers from fully adopting this practice. In relation to this idea, Tesfaye and Berhanu (2015) emphasized that there is a gap between theory and practice in Ethiopian teaching and learning settings. This finding also confirmed previous studies by (Mulatu and Bezabih, 2018), who found a discrepancy between teachers' perceptions about active learning and their classroom practices.

The results of the interview sessions also indicated that teachers were rarely implementing the approach. The participants reported that they hold strong positive convictions regarding the benefit of active learning for students' target language development. However, they emphasized that various contextual constraints hinder its effective implementation. These factors include large class sizes, fixed seating arrangements that limit interaction, insufficient teaching materials and instructional time constraints. In addition, some teachers mentioned limited training and lack of institutional support as contributing factors. As a result, despite their favorable attitudes toward active learning, their classroom practices remain largely traditional and teacher-centered. The details of these factors are discussed further in Section 5.1.3.

The results from the classroom observations also substantiate the questionnaire and interview data. The observations revealed that teachers rarely translate their theoretical beliefs into actual classroom practices. Instead, they predominantly rely on teacher-centered teaching methods, incorporating only a few active learning strategies, such as individual exercises, pair works and group discussion only frugally, followed by teacher's explanation during class activities

Therefore, it is reasonable to conclude that there is an inconsistent relationship between teachers' theoretical beliefs about their professional roles in active learning classrooms and their actual instructional practices. This inconsistency suggests that, although teachers may conceptually understand and value active learning, they face challenges in operationalizing these ideas in real classroom contexts. According to Fang (1996), the mismatch between

teachers' beliefs and their classroom practices may result from several major factors that hamper their ability to adopt practices that consistent with their beliefs. This finding is consistent with previous studies (Amare & Dagnew, 2020; Farrell & Lim, 2005; Biruh, 2018; Taye, 2008), which similarly report a gap between teachers' pedagogical beliefs and their classroom practices.

The gap between teachers' beliefs and their classroom practice raises important questions about the underlying factors contributing to this gap. These factors may include possible limitations in instructional materials, classroom conditions, existing gaps in students' prior knowledge, or insufficient professional development opportunities for teachers in addition to factors mentioned earlier. Investigating this gap can provide valuable insights into how to better support teachers and foster a more effective integration of the active learning approach in ELT classrooms.

5.4 Alignment between Teachers' Beliefs and Active Learning Practices

Another research question in this study examined whether there was alignment or misalignment between teachers' pedagogical beliefs and their actual classroom practices regarding active learning approaches. Accordingly, the results of the correlation analysis between teachers' beliefs and their classroom practices revealed three types of relationships: positive, negative, and neutral/no correlation. For example, there was a statistically significant positive correlation between teachers' beliefs about their implementation of active learning and their classrooms roles (cor. 0.291, $P < 0.05$) (see Table 4.6). This result suggests that teachers who hold stronger positive beliefs in the value of active learning for students' effective learning are more likely to enact roles that support student-centered practices in their ELT classrooms. Furthermore, the result implies that teachers' pedagogical belief can serve as an important predictor of how they translate theory into practice although other contextual or institutional factors may influence their classroom implementation. This finding confirms the previous study by (Handal and Herrington (2003), which emphasized that teachers' pedagogical beliefs play a central role in shaping their instructional practices.

On the other hand, there was a statistically significant negative correlation between teachers' beliefs about their expected professional roles in active learning classrooms and the various strategies they use to implement this approach (cor. -.235, $P < 0.05$). This finding indicates that teachers' instructional practices are weakly aligned with their beliefs, or that these beliefs do not strongly determine the strategies they use in classroom instructions. In other words, even when teachers hold positive pedagogical beliefs about active learning, these beliefs may not consistently translate into classroom practices. This inconsistency may be influenced by contextual factors such as limited teaching materials; large class sizes, time pressures, or lack of adequate training. Supporting this idea, Fang (1996) argued that the gap between teachers' beliefs and their classroom practices is a complex issue shaped by multiple factors that hinder teachers from implementing practices that fully reflect their beliefs.

Similarly, there was neither a positive nor a negative statistically significant correlation between teachers' beliefs about the importance of the active learning approach and their classroom practice of the approach. This could be because the relationship results from teachers' failure to rationalize their pedagogical beliefs about the significance of active learning for the students' academic achievement with their actual classroom practices. This suggests that teachers' recognition of the value of active learning for students' effective learning does not necessarily translate into its consistent implementation in the classrooms. One possible explanation is that teachers may struggle to align their pedagogical beliefs about the significance of active learning for students' academic achievement with their actual classroom practices. In addition, contextual factors: limited instructional time, lack of resources, or students' seating arrangement may hinder teachers from effectively exercising their beliefs. As a result, although teachers recognize the significance of active learning for students' academic achievements, this awareness alone may not be strong enough to shape their actual classroom practices. This finding is also consistent with previous studies indicating that teachers' beliefs do not always translate into classroom practices (Rubie-Davies et al., 2012; Hornstra et al., 2015).

Generally, the alignment between teachers' pedagogical beliefs and their actual classroom practices about active learning varies across different dimensions. While some aspects

indicate a strong positive relationship suggesting that teachers' beliefs can meaningfully influence their professional roles in ELT classrooms other aspects reveal weak or even negative relationships. This suggests a mismatch between what teachers believe and what they actually practice in their classrooms. Such inconsistencies may be attributed to a range of contextual and practical constraints that hinder the translation of beliefs into practice. For instance, factors such as limited instructional time, large class sizes, insufficient resources, and students' learning background may limit teachers from implementing active learning effectively. Therefore, it can be concluded that although teachers hold positive and supportive beliefs about the active learning approach, these beliefs are not consistently or effectively reflected in their actual classroom practices. In line with idea, Basturkmen (2012) notes that teachers' stated beliefs do not always align with their classroom practices, highlighting that contextual factors and practical constraints can lead to divergence between what teachers believe and what they actually do.

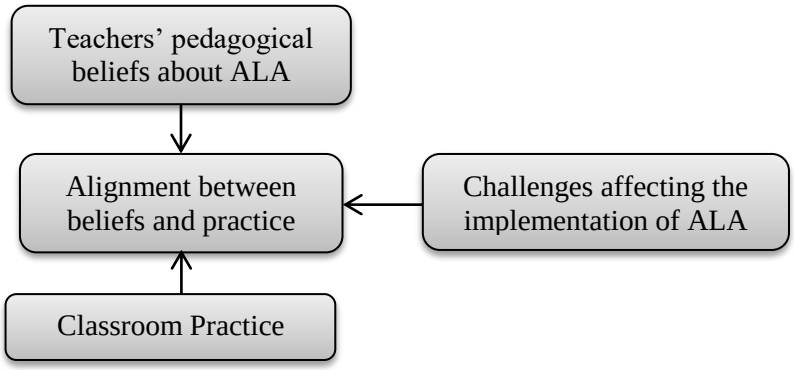

Figure 5.1. The Alignment between Teachers' Beliefs and Classroom practices

5.5 Factors Affecting the Implementation of Active Learning

This subsection of the discussion addresses the fourth research question, which identifies the contextual factors influencing teachers' implementation of active learning approaches in ELT classrooms. Like any educational approach, the implementation of active learning may encounter certain limitations within the teaching and learning process. For analytical clarity, the researcher categorized these challenges into three main groups: teacher-related, student-related, and resource-related factors. These categories were determined based on the frequency of issues reported in teachers' interviews, as well as insights gained through

the researcher's direct observations. Moreover, the framework was carefully designed to facilitate discussion and to present concise, relevant data aligned with the research objectives. However, it is important to note that this categorization does not imply that other factors influencing the implementation of active learning were disregarded; rather, such factors were addressed and discussed within the appropriate categories.

Concerning teacher-related factors affecting the implementation of active learning, the overall grand mean value of teachers' challenges, based on the survey items, was 2.30 (see Table 4.8). This suggests that, in general, teacher-related factors are not the most critical barriers to implementing the active learning approach. However, one notable exception is teachers' tendency to rely on teacher-centered instructional methods, which scored the highest mean value (M = 4.08), indicating a significant negative impact on student engagement (see Table 4.8). This reliance on teacher-centered practices often results in classroom time being dominated by teacher gives note and talk, leaving students with limited opportunities to participate actively in learning activities. This approach restricts opportunities for meaningful engagement in discussions, collaborative tasks, critical thinking, and problem-solving activities. Ultimately, such limitations can hinder students' academic achievement, reduce their capacity for independent learning, and undermine the overall effectiveness of the active learning approach.

The results obtained from the interview sessions also revealed that teachers prefer the traditional, teacher-centered teaching methods, with a mainly focus on national exam based teaching: grammar, vocabulary, and some aspect of reading activities. As noted by Bonwell and Eison (1991), teacher-centered methods often limit students' active participation, and encourage passive learning. Furthermore, exam-based instruction often engages students in rote memorization rather than deep learning. According to Biggs and Tang (2011), exam-based instruction enhances short-term test performance, but undermines the development of critical thinking skills, problem-solving and the ability to apply knowledge in real-world contexts.

Classroom observation data also indicated that teachers predominantly relied on teacher-centered methods, with minimal student participation. Furthermore, the teaching approach appeared to be heavily exam-oriented, focusing primarily on preparing students for exams.

During the pilot study, the researcher encountered an additional challenge: some teachers were reluctant to be observed, explaining that they had temporarily suspended regular instruction to concentrate on preparing students for national exams in different grade levels, particularly grade 12. As Sarbessa (2006) stated, most teachers perceive teaching as a transmission of knowledge to the students based on the specific official syllabus. This finding also validates the previous study by (Amare and Dagnew, 2020; Girma, 2020; Nonie et al. 2024) found that teachers' tendency to use a teacher-centered method is one of the teachers' related challenges to practice an active learning approaches.

The other contextual factors contributing to the ineffective implementation of active learning were challenges related to students. Among all contextual factors, this category had the highest overall grand mean value of 4.15, indicating its significant impact (see Table 4.8 4.8). Key student-related challenges included fear of practicing activities in the target language, lack of motivation and interest in active learning, and the interference of the mother tongue when using English. Many Ethiopian secondary school students experience frustration and low self-confidence during classroom interactions in English (Michael et al., 2023). Similarly, McCafferty et al. (2006b) argue that students with low motivation and confidence can make teaching more difficult. Additional challenges identified were the dominance of certain students in class discussions and the perception of the teacher as the sole source of knowledge, which discouraged collaborative learning and active participation. These findings align with previous research by Asnakew et al. (2021), Menistie (2023), Milkesa (2019), and Taye (2008), who reported that poor English proficiency, lack of motivation, and unwillingness to cooperate significantly hinder students' engagement in active learning activities. Collectively, these student-related factors create substantial barriers to the effective implementation of active learning approaches in Ethiopian secondary schools.

The study also investigated resource-related factors as significant challenges in implementing the active learning approaches. The grand mean score for these factors was 3.92, the second highest among all categories; following student-related factors (see Table 4.10). As Silberman (2009) emphasizes, the availability and adequacy of resources can critically influence the success or failure of active learning initiatives. Results from the

questionnaire indicated that large class sizes, limited instructional time, and a lack of adequate teaching materials were the major challenges that were responsible for the ineffective implementation of active learning. Similarly, Blumberg (2026) noted that factors such as large class sizes, students' seating arrangements, and the availability of instructional materials, significantly affect teachers' use of various instructional approaches and concrete strategies in ELT classroom teaching. This finding highlights the importance of addressing resource limitations to facilitate contexts conducive to participatory learning.

The findings from the interview sessions also support the results of the questionnaire. Participants explained that unmanageable class sizes, a scarcity of students' textbooks, poor classroom conditions, and inappropriate seating arrangements were major factors hindering the implementation of active learning in ELT classrooms. The results from classroom observations further corroborate the questionnaire and interview findings. The researcher observed that each classroom accommodated 48 to 55 students, with three to four students sharing a single desk. Moreover, most students did not have textbooks on their desks, often sharing one book among three to six students. This finding aligns with the study by Kember and Leung (2005), who emphasized the importance of supportive learning environments for the effective implementation of active learning. Such environments are crucial for fostering critical thinking and problem-solving skills, which are essential for students' future career success. This suggest that active learning requires additional resources, including sufficient time, teaching materials, and adequate classroom space.

Failure of support from stakeholders, such as the school administration, in facilitating favorable classroom conditions, such as movable seating arrangements, building additional classes, and supplying teaching materials, was among the major challenges raised during interview sessions. Furthermore, participants stated that the absence of on-the-job training programs, which could foster confidence and facilitate the effective implementation of the active learning strategies, was another significant challenge identified. The most critical prerequisite in enhancing the quality of education is improving the quality of training teachers (Sewagegn & Diale, 2019).

The classroom observation data also revealed that classrooms layout factors such as large class sizes and fixed seating arrangements (e.g., semi-circular or conference-style seating) affect classroom interactions and students' engagement in discussions. Supporting this view, Fang (1996) noted that classroom conditions are among the factors that impede the implementation of active learning strategies and can significantly influence teachers' instructional practices. This finding is also consistent with Bulbula et al. (2022), Milkessa (2019), and Dagnew (2023), who reported that large class sizes, insufficient teaching materials (such as textbooks and supplementary resources), and fixed seating arrangements limit the effective implementation of active learning approaches.

Overall, the findings of this study indicate that teachers embrace strong positive convictions about the importance of using active learning approaches in ELT classrooms. The participating teachers believe this approach provides students with opportunities to taking part in a wide range of learning activities including assuming learning responsibilities, sharing experiences, engaging in problem solving activities, and developing critical thinking skills. Furthermore, teachers perceive active learning as an effective means of fostering students' language proficiency and enabling them to use the language meaningfully in their real life contexts.

Despite these positive convictions, the results show that teachers do not consistently implement active learning approaches in their actual classrooms due to various contextual constraints. Therefore, it is reasonable to conclude that a significant mismatch exists between teachers' theoretical beliefs about active learning approaches and their actual classroom practices. This inconsistency advocates that holding positive beliefs alone is insufficient to ensure the effective implementation of active learning. It highlights the necessity for supportive classroom settings and appropriate school environments, ongoing professional development, and systemic reforms to effectively bridge the gap between teachers' beliefs and their classroom practices.

CHAPTER SIX

SUMMARY, CONCLUSION, IMPLICATION AND RECOMMENDATIONS

6.1 Summary

The purpose of this study was to investigate secondary school EFL teachers' beliefs about active learning approaches and their actual classroom practices. The study also sought to identify the contextual factors that influence teachers' practices of these approaches in their ELT classrooms. The participants of the study were EFL teachers who teach grades 11 and 12 in North Shoa(Salale), Oromia Regional State, Ethiopia.

In order to achieve the intended objectives, a descriptive survey research design was employed using mixed methods approach. This approach was used to gain a comprehensive understanding of the research problem and to present a more in-depth and holistic view of the phenomenon under investigation. Furthermore, the mixed-method approach was used to complement the weakness of one method with the strengths of the other and to validate quantitative findings with the qualitative insights. It was also used to collect rich, detailed and contextually relevant information related to the research topic. Data were gathered using multiple instruments, including questionnaires, semi-structured interviews, and classroom observations. Before data were collected for the main study, all instruments were pilot tested to assess their clarity, reliability, and effectiveness. Based on the lessons learned from the pilot study, some necessary revisions and improvements were made to the instruments, ensuring that the final tools were better suited for capturing accurate and meaningful data (see Section 3.8).

For the main study, questionnaire data were collected from 72 EFL teachers teaching grades 11 and 12 across 15 public secondary schools. These schools were chosen from a total of 52 secondary schools using a simple random sampling technique to ensure equal representation. All EFL teachers in the 15 selected schools were recruited for the questionnaire through a complete enumeration method because their total number was manageable for data collection.

In addition, six EFL teachers were selected for interviews and five for classroom observation from those who completed the questionnaire using a purposive sampling technique. The selection was based on their teaching experience and willingness to participate in the study, ensuring that the qualitative data would provide meaningful insights corresponding to the questionnaire findings.

For data analysis, both quantitative and qualitative methods were employed to ensure a comprehensive understanding of the findings. The data collected through questionnaires were analyzed using descriptive statistical tools, such as mean and standard deviation, with the help of SPSS software, version 26, to provide a clear summary of the responses. In contrast, data obtained through interviews were systematically analyzed using thematic analysis to identify recurring patterns and insights. Classroom observation data were analyzed qualitatively to capture contextual and behavioral natures. Then, the results from these analyses were interpreted in alignment with the research objectives to draw meaningful conclusions and highlight key findings.

Concerning teachers' beliefs about the significance of implementing active learning approaches for students' English language learning effectively, the findings from the questionnaire and interviews revealed that teachers hold strong positive convictions about the importance of these approaches in enhancing students' English language learning. The participating teachers acknowledged that active learning strategies can foster greater student engagement, promote critical thinking, and improve language proficiency (see section 4.2.1). However, despite these positive beliefs, classroom observation data revealed a gap between teachers' convictions and their actual instructional practices, suggesting that the effective implementation of active learning approaches was limited in practice.

Furthermore, in relation to teachers' beliefs about their roles in active learning classrooms, the findings from both the questionnaire and interview data demonstrated that teachers hold, role-oriented expectations. The participating teachers perceive their role as covering beyond the mere transmission of knowledge. They believe that they are responsible for providing students with meaningful and engaging learning environments that actively involve them in the process of language acquisition. These responsibilities include balancing engagement between higher and lower achieving students, facilitating

collaborative and supportive learning environments, encouraging active student participation, providing constructive feedback, and continuously evaluating students' overall progress. Teachers also believe that their professional roles involve designing instructional materials that connect authentic academic content to real-life situations, foster critical thinking skills, and accommodate diverse learning needs. Beyond language proficiency, they see themselves as guiding students to develop confidence, independence and lifelong learning habit.

Likewise, regarding teachers' beliefs about their use of the active learning approach in ELT classrooms, the study revealed that the participating teachers generally did not perceive themselves as effectively implementing this approach. This was mainly due to various contextual constraints, such as large class sizes, limited instructional time, and insufficient teaching materials.

Teachers' classroom practices about the active learning approach in ELT classrooms emerged as another key finding of this study. The results obtained from questionnaires, interviews, and classroom observations consistently indicated that teacher predominantly rely on teacher-centered approaches, with minimal incorporation of active learning strategies such as pair work, group discussion, and individual activities (see Table 4.6). These preferences appear to be influenced by contextual factors such as large class sizes, time constraints, seating arrangements, and the availability of teaching material, which highlights the interaction between teachers' instructional choices and the practical realities of classroom practices.

The correlation analysis also examined the extent to which teachers' beliefs about the active learning were aligned with their actual classroom practices. The results indicated a statistically significant positive correlation between teachers' beliefs regarding their implementation of active learning and their professional roles in ELT classrooms (cor. 0.291, $P < 0.05$), suggesting that teachers who valued active learning tended to engage more actively in facilitating student-centered roles. In contrast, a statistically significant negative correlation was found between teachers' beliefs about their professional roles in active learning classrooms and the variety of strategies they use to implement the approach (cor. -0.235, $P < 0.05$), implying that stronger role-related beliefs did not necessarily

translate into diverse strategy use. On the other hand, no statistically significant relationship whether positive or negative was found between teachers' beliefs about the importance of active learning for students' English language development and their actual use of various active learning strategies in ELT classrooms.

Regarding the contextual factors affecting the implementation of the active learning approach in ELT classrooms, the study identified teacher-related, student- related and resource-related factors as significant challenges. Other factors, such as administrative and training- related factors were also discussed in the study. Teacher's tendency to rely on teacher-centered instructional methods was identified as a key contribute to the ineffective adoption of active learning approaches. Additionally, resource- related factors such as large class sizes, fixed seating arrangements, inadequate instructional materials, and teaching aids significantly hindered the effective adoption of the active learning approach. These findings suggest that both pedagogical practices and classroom environment play critical roles in shaping the effectiveness of active learning in ELT contexts.

Students' fear of practicing the given activities using the target language, lack of motivation and interest in learning through active learning strategies, and the influence of the mother tongue on the target language emerged as significant student-related challenges. Moreover, the dominance of some students in active learning classes and the perception of the teacher as the only source of knowledge discouraged autonomous learning and collaborative engagement. Collectively, these factors created barriers to effectively adopting active learning practices in ELT classrooms.

In general, the findings of this study indicate that teachers hold strong positive beliefs regarding the importance of implementing active learning approaches in ELT classrooms. They perceive that such approaches provide students with opportunities to engage in a diverse range of activities, including taking responsibility for their own learning, sharing experiences, collaborating in problem-solving tasks, and developing critical thinking skills. Despite these positive beliefs, however, teachers often struggle to implement active learning approaches effectively in their classrooms due to various contextual constraints such as teacher, students, teaching materials and instructional factors.

6.2 Conclusions

The study was conducted to investigate secondary school EFL teachers' pedagogical beliefs about active learning approaches and their classroom practices. The study also examined the extent to which teachers align with their classroom practices concerning active learning approaches and the contextual factors that influence implementation of the approaches in ELT classrooms. Thus, based on data obtained from the questionnaires, semi-structured interviews, and classroom observations, the following conclusions were drawn.

- The findings from the questionnaire and interview showed that teachers generally held positive beliefs about active learning approaches. They viewed active learning as an effective means of enhancing students' engagement, critical thinking, problem-solving abilities, and overall language learning outcomes.

- As part of teachers' beliefs concerning their professional roles in active learning classrooms, the findings from the questionnaire and interviews reveal that teachers play multifaceted roles that extend beyond merely teaching, assessing, evaluating, and counseling students. Teachers act as facilitators who encourage and guide students through the learning process, evaluate their learning progress, and provide constructive feedback. They also maintain learning by designing meaningful activities that foster student participation and creating collaborative environments in which students work together.

- Despite their positive beliefs, teachers demonstrated limited practical implementation of active learning approaches. The findings revealed a considerable mismatch between teachers' stated beliefs and their actual classroom practices, suggesting a lack of strong theoretical and practical understanding of active learning.

- A statistically significant positive correlation was found between teachers' beliefs about active learning implementation and their perceived professional roles. However, a significant negative correlation was observed between teachers' beliefs about their professional roles and the instructional strategies they employed in the classroom.

- The classroom observation data also confirmed that teachers depend on teacher-centered teaching methods, with little practice of active learning strategies such as individual exercise, pair work or discussion followed by teachers' explanation. Most classroom instruction is dominated by the teacher, while students remain passive throughout the entire period, except for rare reactions from few students to assigned homework or class activities.

- Many reasons were mentioned for poor implementation of the active learning approach. Teachers' tendency to teacher-centered teaching methods was teacher related factors. On the other hand, students' fear of discussion and lack of motivation and interest to practice the target language and the influence of mother tongue on the target language were some of students' related factors affecting the implementation of active learning in ELT classrooms.

- Classroom conditions such as large class sizes, fixed seating arrangements, scarcity of textbooks and teaching aids, and shortage of instructional time were identified as significant resource-related challenges to implement active learning approach.

- Insufficient professional development opportunities limited teachers' effective implementation of active learning approaches. The lack of continuous training, workshops, mentoring, and classroom-based support reduced teachers' pedagogical competence and confidence in applying student-centered instructional practices.

6.3 Implication

The findings of this study have a range of implications.

6.3.1. Lessons Learnt from the Study

This study provided important insights into the relationship between secondary school English language teachers' beliefs about active learning and their classroom practices. The findings revealed that teachers generally hold strong positive beliefs about the value of active learning for enhancing students' language learning. However, these beliefs were not reflected in classroom practice, as teachers often relied on teacher-centered methods.

A key lesson learned from the study is that positive pedagogical beliefs alone do not guarantee the implementation of active learning. The translation of beliefs into practice is significantly influenced by contextual factors such as workload, classroom conditions, institutional support, resources, and professional development opportunities. The study therefore highlights the importance of creating supportive school environments that enable teachers to implement active learning effectively.

Another important lesson is that continuous professional development, collaborative learning among teachers, mentoring, and follow-up support can help bridge the gap between teachers' beliefs and their classroom practices. Overall, the study demonstrates that improving active learning implementation requires not only positive teacher attitudes but also institutional and professional support that addresses contextual challenges.

6.3.2 Implications for Stakeholders

The findings of this study have important implications for teachers, school leaders, educational authorities, and policymakers who seek to improve English language teaching through the effective implementation of active learning approaches. The study revealed that although secondary school EFL teachers generally hold positive beliefs about the value of active learning in promoting meaningful language learning, these beliefs are not consistently reflected in their classroom practices. This finding suggests that positive pedagogical beliefs alone are insufficient to ensure effective implementation unless the conditions that support classroom practice are adequately addressed.

The study identified several contextual factors that hinder the enactment of active learning, including large class sizes, inadequate classroom facilities, limited instructional resources, and time constraints. These findings imply that educational stakeholders should focus not only on strengthening teachers' understanding of active learning but also on creating supportive teaching environments that enable its practical application. School leaders and educational authorities should therefore prioritize the provision of adequate resources, improved classroom conditions, and manageable teaching environments that facilitate student-centered instruction.

The findings suggest the need for continuous professional development programs that emphasize classroom application of active learning. Workshops, mentoring programs, peer collaboration, and reflective teaching opportunities can help teachers bridge the gap between their beliefs and instructional practices. Such initiatives would enhance teachers' capacity to implement active learning more effectively in ELT classrooms.

At the policy level, the study provides evidence for strengthening educational policies related to teacher professional development and instructional quality. Policymakers should consider incorporating active learning implementation support into educational planning, resource allocation, and teacher training frameworks. Overall, the study highlights the importance of coordinated efforts among teachers, school leaders, and policymakers to address both instructional and structural barriers, thereby creating conditions that promote the successful implementation of active learning and improve students' learning outcomes.

6.3.4 Implications for Future research

This study highlights several areas that warrant further investigation to enhance the effective implementation of active learning approaches in English language teaching. While the study examined secondary school EFL teachers' beliefs about active learning, their classroom practices, and the contextual factors affecting implementation, additional research is needed to deepen understanding of how active learning can be successfully integrated into language classrooms.

Future studies should explore pedagogical strategies that help teachers overcome the challenges identified in this study and examine how educational innovations can be effectively translated into classroom practice. Research also investigates the impact of active learning on students' learning outcomes across different educational contexts.

Furthermore, the present study focused exclusively on teachers' perspectives. Other important stakeholders, such as students and school administrators, were not included. Therefore, future research should examine students' and school administrators' beliefs, perceptions, and roles regarding the implementation of active learning approaches. Such investigations would provide a more comprehensive understanding of the factors influencing the successful adoption of active learning in secondary school EFL classrooms.

6.4 Recommendations

Based on the findings of the study and the discussions presented in the preceding chapters, the following recommendations are addressed to enhance the effective implementation of active learning approaches in secondary schools English language classrooms and to encourage further research in the area.

- The findings of the study revealed that teachers generally hold positive beliefs about active learning approaches and recognized its importance in promoting students' critical thinking, problem-solving skills, and active engagement in teaching and learning process. However, classroom observations indicated inconsistencies between teachers' stated beliefs and their actual classroom practices. Therefore, teachers should make greater efforts to align their pedagogical beliefs with their instructional practices by consistently employing a variety of active learning strategies that promote students' participation and engagement. Teachers should also create supportive and inclusive classroom environments and organize instructional materials in ways that facilitate active student participation.

- School administrators, educational stakeholders, and department heads should create supportive conditions that enable teachers to implement active learning effectively. This can be achieved through providing continuous professional development programs, practical pedagogical training, mentoring, classroom-based support, and regular follow-up mechanisms that help teachers translate their positive beliefs into meaningful classroom practices.

- Teachers should be provided with continuous professional development, awareness-raising programs and practical pedagogical training that focus on the effective implementation of active learning strategies, classroom management, assessment techniques, and the management of large classes. Such programs should combine theoretical understanding with classroom-based practice and mentoring support

- The study identified several classroom-related challenges, including large class sizes, fixed seating arrangements, limited instructional materials, shortage of textbooks, and insufficient instructional time. Therefore, teachers, school administrators, and other

stakeholders should work collaboratively to create conducive learning environments for active learning implementation. This may include constructing additional classrooms, reducing class size, providing adequate teaching and learning materials, arranging flexible seating systems suitable for group work, and ensuring sufficient access to textbooks and teaching aids.

- The study also revealed that students' fear of using the target language, low motivation, lack of interest, and dependence on teachers as the sole source of knowledge negatively affected the implementation of active learning approaches. Therefore, teachers should employ motivational and student-centered strategies that encourage learners' confidence, participation, collaboration, and responsibility for their own learning. Creating supportive classroom environments and promoting collaborative learning activities can enhance students' active engagement in language learning.

- Continuous evaluation and monitoring is important because it helps teachers reflect on their actual classroom instructions, identify weaknesses in their teaching methods, and improve the way they present lessons to make them more student-centered, interactive, and effective. This type of oversight is essential for the successful implementation of the active learning approach. Therefore, stakeholders such as supervisors and school administrators should strengthen their monitoring and evaluation of teachers' classroom instructions and provide continuous constructive support so that EFL teachers can use an active learning approach in their ELT classrooms effectively.

- The primary objective of implementing an active learning approach is to enhance students' engagement in ELT classrooms, to foster their critical thinking skills and problem solving abilities in target language. The approach also enables students to clearly understand the purpose of language learning and gradually develop a positive mindset toward learning the target language. Moreover, implementing this approach in ELT classrooms, builds students' background knowledge, alleviate challenges related to target language proficiency, and increase their confidence, interest, and motivation to engage actively in classroom activities Therefore, active learning should be implemented from the lower grades so that students are given continuous opportunities

to use the target language effectively. Early exposure to active learning can provide students with continuous opportunities to practice the target language, develop positive attitudes toward language learning, and gradually become independent and active learners.

- Future researchers are recommended to conduct similar studies in different regions, school levels, and subject areas to obtain broader findings regarding teachers' beliefs and classroom practices related to active learning approaches. In addition, future studies may employ mixed methods with larger samples, investigate students' perceptions of active learning, and examine the relationship between teachers' professional training and the effective implementation of active learning strategies.

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Appendices
Appendix A

Teachers' Questionnaire

Addis Ababa University
Department of Foreign Languages and Literature
Questionnaire to be filled by EFL Teachers

Dear Teacher,

This questionnaire is designed for a research study. The main purpose of the study is to gather data on secondary school EFL teachers' beliefs about active learning approaches and their actual classroom practices. In addition, the study attempted to investigate aspects affecting teachers' classroom practices of the approach. This is a part of my PhD thesis research. Therefore, the achievement of the study depends on your honest responses to these questions. Please, read carefully and respond to the questions honestly and frankly. Your cooperation will be gratefully acknowledged in the thesis. You are not expected to write your name anywhere on this paper.

Thank you very much for your cooperation!

Part I. Respondents' Background Information:

1. Gender: M: _____ F: _____
2. Level of qualification: B.A: _____ M.A:_____
3. Teaching Experience: A) 1-5 ____ B) 6-10____C) 11- 15____D) 16 and above_____
4. Grades you teach: Grade 11:_____: Grade 12:_____: Grade 11 & 12:____

Part II. Teachers' Beliefs about the Implementing Active Learning Approach

Direction: Please, read the following statements carefully and decide to what extent you agree or disagree with each item. Put a tick mark /√/ on the scale that best shows your feeling corresponding to each statement.

Key: (Strongly Agree =5, Agree =4, Neutral = 3, Disagree = 2 and Strongly Disagree =1)

No	Items	Response				
A	**Teachers' Beliefs about the Importance of Active Learning for Language Learning**	5	4	3	2	1
1	Active learning encourages learning with real-life settings, as activities make students use language in authentic context.					
2	The quality of education can be improved if teachers implement an active learning in their ELT classes.					
3	Active learning is a vital approach in providing opportunities for cooperative learning and promoting genuine interaction among students					
4	The students' cultures of working together and sharing. experiences are improved when they learn by active learning					

5	Active learning helps learners understand ways of critical thinking and problem-solving ability					
6	Active learning enhances students' self-confidence for participation in English classes.					
7	Active learning helps students to develop their English skills far beyond their knowledge of linguistic structures					
8	Active learning contributes to better success of students' English language skills than teacher- centered method					
9	Active learning values student-centeredness and makes them more responsible for their own learning.					
10	The students' English for communicative competence is increased when they learn through active learning.					
11	I know that active learning places a significant burden on teachers to manage the teaching- learning process					
12	Using active learning in ELT class takes much class time so that it is difficult to cover the portion in a given semester.					
B	**Teachers' Professional Roles in Active Learning Approach classrooms**					
1	It is my role to select and deliver an appropriate topic for the students					
2	It is my job to communicate knowledge through interesting and challenging activities					
3	One of my roles is monitoring the students' level of understanding and involve them in problem solving activities					
4	As a facilitator, one of my roles is balancing the students' engagement in both collaboration and self- directed tasks					
5	I assess the level of my students' understanding and involve them in problem-solving activities					
6	I must differentiate instructions to meet the students' individual needs					
7	I am responsible to plan relevant activities that encourage my students to participate					
8	It is my role to give clear directions to the students on how to advance their use of the English language.					
9	It is my role to understand the basic principles of implementing ALA in EFL classes.					
10	It is my role to maximize positive relationships among the students and between myself and the students					
C	**Teachers' beliefs about their implementation of Active Learning**					
1	I believe that students learn best when I use active learning strategies					
2	I have the skills to use a variety of active learning strategies such as cooperative learning, debate, role-playing, and debate					
3	I am confident in implementing an active learning approaches					
4	I have limited awareness of active learning approach,					
5	I believe that I am implementing active learning approach effectively in my EFL classes					

28. Please, mention any other Beliefs that you have regarding the implementation of an active learning approach, which is not discussed above

Part III. Teachers' Classroom Practices of Active Learning Approach

Direction: The following statements reflect items you may practice in your ELT class. Therefore, please, answer next to each statement by making a tick mark /√/ that best indicates your choice to practice in the classroom in one of the columns indicated in the table below.

Key: (Very frequently =5, frequently =4, Sometimes=3, rarely=2, Not at all = 1)

No	Items	Frequency it is used				
1	I encourage my students to practice the given activities with the sharing of individual experiences	5	4	3	2	1
2	I go around the class and encourage my students to engage in and practice the given activities					
3	I provide my students with activities that encourage them to interact with each other					
4	I create relaxing classroom contexts to foster students' learning by doing					
5	I encourage my students to present their work associated with their real-life experiences					
6	I set different exercises for the students based on their learning background					
7	I encourage my students to develop responsibilities for their learning					
8	I facilitate contexts that encourage the students to reflect on their work					
9	I follow up the student's progress and motivating them to practice more					
10	I provide my students with adequate time to express their view on the topic they have been taught					

11. Please, mention any other methods that you may have practiced but that were not mentioned above.

_____

_____

Part IV. Teachers' Strategies of active learning approach Practices

Direction: Indicate your degree of agreement to each of the following statements using tick mark (√)

Key: (Very frequently =5 frequently =4 Sometimes=3 rarely=2 Not at all = 1)

No	How often do you implement the following active learning strategies in your ELT class?	Frequency it is implemented				
1	Lecture method	5	4	3	2	1
2	Questions and answers					
3	Pair work					
4	Group work					
5	Exercises for individual students					
6	Class discussion					
7	Problem-solving					
8	Cooperative Learning					
9	Role play					
10	Project- based learning					
11	Presentation					
12	Discovery learning					
13	Jigsaw group project					
14	Debate					

Part V. Contextual Factors that Challenge Teachers while Practicing ALA in ELT Class

Direction: The following statements are related to items that challenge teachers in implementing active learning approach. Please, respond to each item based on your understanding. Your response could vary from "strongly agree" to "strongly disagree" and use the tick "√" mark to give your responses.

Key: (Strongly Agree=5, Agree=4, Neutral= 3, Disagree= 2 and Strongly Disagree =1)

No	Items	Responses				
A	**Teachers' related challenges of implementation of active learning approach**	5	4	3	2	1
1	The teacher's tendency towards a teacher-centered method					
2	Lack of pedagogical skills on how to implement active learning					
3	Teachers' lack of understanding regarding the objectives of implementing active learning					
4	Teachers' absence of differentiating activities to meet individual students' needs					
5	Having the perception that active learning causes trouble in class management					
6	Lack of facilitating student-led activities					
7	Having low perception about the importance of an active learning					
8	Lack of eliciting response from the students instead of supplying answers					
9	Lack of confidence in implementing an active learning					
10	Lack of motivation for implementing active learning					
B	**Students' related challenges to Implement an Active Learning Approach**					
1	Fear of making discussion					
2	Considering teachers as the only source of knowledge					
3	Lack of interest to share knowledge with others					
4	Mother tongue interference					
5	Lack of experience learning through active learning from lower grades					
6	Shyness to practice the language using target language					
7	Dominance of some students in ELT classrooms					
8	Low English proficiency					
9	Lenience on the part of students taking responsibilities					
10	The absence of group leader student					
C	**Resource Related Challenges to Implement an Active Learning Approach**					
1	Shortage of time					
2	Lack of teaching aids (players, CDs, videos, etc.)					
3	Unmanageable class size					
4	Shortage of students' textbook					
5	Fixed seating arrangement for students					
6	Classroom layout is not suitable for helping students					
7	Bulky contents of the students' textbooks					
8	The textbook has not sufficient activities that promote active learning					

9. Please, mention any other challenges related to the implementation of active learning approach you have been using but not mentioned above.

_____

_____

Appendix B

Addis Ababa University
Department of Foreign Languages and Literature
Semi-Structured Interview Guidelines

Dear Teacher,

The main purpose of this interview is to understand what you believe about active learning approach and your classroom practices. It is also attempted to see challenges that affect you to implement active learning approaches in your ELT classroom. All discussion will be kept confidential, and you are encouraged to speak openly about any issues related to the active learning approach. The researcher will not disclose your name during data analysis; therefore, all information will remain strictly confidential.

Thank you.

Code no: _____. Teaching grade level: _____. Date _____

1. Could you describe your understanding of active learning in teaching English based on your teaching experiences?
2. How do you perceive the significance of implementing active learning approach in your ELT classroom in terms of supporting the students' target language learning? Please provide some more examples from your teaching experience?
3. From your point of view and teaching experience, what is the role of the teacher in an active learning classroom? How does this role vary from that of traditional teaching classroom? Could you also explain how do you conduct your daily teaching and learning activities?
4. Do you believe that you are implementing active learning approach in your ELT classrooms? How? Why?
5. Do you practice active learning approaches in your ELT classes? If yes, mention some of the strategies you employ. If no, mention the reason.
6. If you practice active learning strategies in your ELT classrooms, which strategies do you use frequently? (e.g., lecture method, Pair work, group discussion, class discussion, exercises for individual students, and exercises for individual students or other strategies).

7. How do you think students should engage in active learning classes for effective learning?
8. What roles should teachers play in supporting students during active learning classes
9. To what extent can you apply your beliefs in your teaching? Why or why not?
10. Have you ever participated in any professional development or training related to active learning implementation? If yes, could you describe the training and how it has influenced your teaching practice?
11. Do you find the school environment conducive and supportive for implementing active learning? Why or why not?
12. What challenges do you face while practicing active learning in your ELT classrooms?
13. Do you think the way you have been taught affects the way you teach now
14. Finally what is expected from EFL teacher, school administrators and other stakeholders?

Appendix C
Addis Ababa University
Department of Foreign Languages and Literature
Classroom Observation Checklist

I. **General information**

a. Name of the school _____

b. The topic covered in the observed class _____

c. Number of students in the class _____

d. Observed grade _____Section _____Time _____

1. **Classroom Conditions and Facilities**

1.1 There are manageable class sizes for the teacher to practice active learning approach.

1.2 Settings' arrangements (fixed or movable) to organize various learning style: Circle, rows with turn-and-talk, pair seating, conference table style,….

1.3 Space for teachers to move around classroom and coaching students' performance.

1.4. Students' text books (in all desks there were textbooks).

1.5 Use instructional materials like charts, posters or diagrams besides books.

2. **Teacher's Activity**

2.1. Encourages students to remind the previous lesson before diving to the day's lessons to connect their ideas with the new lesson.

2.2 Encourage students to engage in a variety of interactive activities, including pair work, group discussions, questioning and responding, problem-based learning, cooperative learning, debates, role-plays, and other collaborative strategies etc.

2.3 Uses relevant authentic learning activities and various instructional materials like charts, posters or diagrams besides books.

2.4 Uses appropriate active learning strategies than teacher-centered methods.

3. **Students' Activities**

3.1. Participate in different learning activities effectively

3.2. Discuss issues in pairs or groups discussion,

4.3. Ask or answer question using target language

4.4. Expect their teacher to explain everything

4.5 devote on listening and copying.

4.5 Students express their idea freely.

4. **Evaluation**

4.1 The teacher elicits response from the students instead of answering

5.2 The teacher checks and gives constructive feedback following up student's participation.

Appendix D
Addis Ababa University
Department of Foreign Languages and Literature
Sample Transcription of the Interview

Interviewee 1 (T-01)
Date of interview: March 04, 2025
Place of interview: Setdebir Secondary School(In pedagogy room)
Duration of interview: 15 Minutes
Gender of interviewee: Male
Qualifications of interviewee: M.A.
Experience of interviewee in teaching: 18 years
Grade of teaching: grades 11(A, B &C)

Thank you again for your invaluable time. This is our second meeting, in addition to completing questionnaire. It has been a pleasure getting to know you better. Furthermore, I hope this interaction will enhance our teamwork moving forward with classroom observation. It could also help me generate valuable insights concerning your beliefs about active learning approach, as well as your classroom practices of that approach. It will also help me understand the contextual factors that could impede you from practicing the approach.

Now, I am going to ask you some questions related to your implementation of active learning approach. Thus, I kindly request you to answer the questions

Interviewer: Could you describe your understanding of active learning approach in teaching English language from your teaching experiences?

Teacher-01: Okay, for me, active learning is a kind of approach which engages students to be active participant. Okay, when the teacher delivers a lesson, and students take much of the roles, you can say that type of teaching and learning process is active learning approach. In other words, active learning is an approach in which students are the dominant figure in the teaching and learning process while teacher facilitates condition for their learning. I mean, he helps them, ask question, encourage students to participate in their groups. The teacher also design available topic, teaching aids or other activities, which allow students to discuss, share individual understanding and learn from one another.

Interviewer: What do you mean by facilitating?

Teacher-01: Okay: I mean that the teacher is the responsible person from designing to evaluating and giving feedback to his students. When we say teacher is

facilitator, he/ she needs to design activities based on the students' learning abilities.

Interviewer: Good. How do you believe the significance of implementing active learning in terms of supporting the students' target language learning?

Teacher-01: Oh! Personally, I strongly believe that implementing active learning plays a significant role in improving students' English language skills and academic achievements. At first, active learning changes the focus teaching from teacher-centered teaching to student-centered that students play large engagement, participate actively in discussions, collaboration, problem-solving and critical thinking activities. You see, they become responsible for their own learning through sharing their understanding rather than receiving information or considering teacher as the only source of knowledge.

Interviewer: Please, would you provide some more examples from your teaching experience?

Teacher-01: Alright. The approach also enhances the students' deep understanding and long-life retention of knowledge they acquired from their classroom learning. When students learn through active learning, like pair work, group discussions or other strategies, they apply what they learned in their real life rather than simply memorize facts.

Interviewer: According to your beliefs, how should students engage in active learning classes?

Teacher 01: At first, it is a teacher who facilitates contexts for the students' learning through active learning approach**.** In its nature, active leaning needs the students' engagements, they are the stakeholders. They can learn through building their own knowledge, connecting new ideas and experiences to existing knowledge. Therefore, students should do being together because there are lots of things that they learn from each other or one another when they do together.

Interviewer: Very good**.** What do you think about the role of the teacher could be in an active learning classroom?

Teacher-01: I can say a lot because teacher has many responsibilities starting from designing lessons based on students' learning backgrounds to delivering those lessons in the classrooms. This involves helping students learn from one another by facilitating a conducive learning environments that accommodates their different learning abilities.

Interviewer: Do you practice active learning approaches in your ELT classes?

Teacher-01: To speak the reality, I use teacher-centered methods most of the time, but I sometimes use active learning approaches.

Interviewer: Why?

Teacher-01: You know, there are many reasons that prevent me from using the strategy effectively. Students are often reluctant to participate actively in active learning classes because they have not had such experiences from their lower grades. They expect everything from the teacher. They don't have interest to ask questions, participate, or doing together. Furthermore, there is a shortage of instructional time and textbooks. We also teach large number of students in one classroom (50-60) on average. The students' desk is also not suitable for implementing active learning because it is fixed and not conducive to arrange the classroom for various learning activities.

Interviewer: How do you encourage your students in the classroom?

Teacher-01: It depends on the contents of the lesson.

Interviewer: Would you explain that, please?

Teacher-01: I mean, I present the lesson based on the contents of the topic. If the topic requires notes, I prepare additional notes related to the topic and give them notes. Okay, all students have no access to get textbook and additional materials except what they learn in the classroom. Otherwise, mostly I use explanations, also encourage them to ask questions, answer and discuss with each other on their desks.

Interviewer: Could you tell me if you use any active learning strategies, and which types of strategies you may use?

Teacher-01: As I told you earlier, not always, I do not always use all the strategies, but sometimes I use some of the strategies depending on the activities included in the text book such as pair work, group work, presentation, questioning and answering depending on the availability of time. For example, this year, I let my students practice debate twice one in the first semester and one at the beginning of second semester. Basically, the teacher's guide instructs teacher to engage students in such way. In addition, each chapter includes activities that should be carried out using different active learning strategies. However, my main focus is to cover the portion focusing on some areas that covered in national exam such as vocabulary, grammar and reading areas.

Interviewee: Have you ever participated in any professional development or training related to active learning implementation?

Teacher-01: No. However, in my staying at university, I took some course related to how to teach and manage the classrooms such as in methodology of teaching, in English skill part I and part II, and pedagogy .Otherwise, there was no special courses that we were given specifically related to the implementation of active learning approach. However, the syllabus i.e., the teacher's guide and the students' textbook elicit teachers to organize students in active learning classes.

Interviewee: What about general training related to teaching methodology?

Teacher-01: Okay, Sometimes teachers come from Salale University and give us training on general pedagogies such as how to manage students, assessments and evaluation techniques.

Interviewee: How do you find the classroom environment in terms of being conducive and supportive for implementing active learning? Why or why not?

Teacher-01: It is not favorable for practicing active learning because of large class sizes, and seating arrangements.

Interviewee: What kind of challenges do you face when implementing active learning approach in your ELT classrooms?

Teacher-01: Okay, if you ask many teachers they will give you many factors. Of course, there are many factors, but most of the common ones are related to students' challenges such as a lack of interest and motivation to practice using target language. Besides, they have limited background exposure to the English language so they use their mother tongue language in English classes. Shortage of textbook and teaching aids and workloads, and instructional time constraints are among the main factors to practice active learning. The contents in the textbook and the allotted time in a semester or annual is not balanced and is challenging to cover within the given time.

Thank you very much

Interviewee 2 (T-02)

Date of interview: March 07, 2025

Place of interview: Kuyu Secondary School (Classroom)

Duration of interview: 20 Minutes

Gender of interviewee: Female

Qualifications of interviewee: M.A.

Experience of interviewee in teaching: 32 years

Grade of teaching: grades 12(A, B) & 11 (A)

Thank you very much for giving me your time for this interview. I am going to ask you some questions related to active learning approach. Thus, I kindly request you to answer the questions.

Interviewer: From your teaching experiences, what do you understand by active learning?

Teacher-02: Ok, from my teaching experience and pedagogical learning, active learning approach is a kind of learning which engages students in the genuine of teaching and learning process. In active learning classes students work with other students on the given activities during class; they make presentation, ask questions or contribute to discussions. They help together even outside of the class on a given assignments, discussing ideas from a textbook or others with others classes. It also makes the students become independent learners and doing with their classmates. The approach also promotes the students' ability of solving problems and thinks critically for their work.

Interviewer: What is your belief about the importance of using active learning approach for the students learning?

Teacher-02: It is no doubt; using active learning approach has significant benefit both for the teacher and students. On the one hand, it minimizes teacher's workload, because the job of the teacher could be facilitating contexts for the students instead of monopolizing the whole given time. That is, teacher should organize the learning contexts among the students, select topics, deliver to the class and appreciate students to involve in participating and reacting. On the

other hand, the students learning ability can be improved in short period of time if they learn through active learning. They will be responsible students and share equal responsibilities for whatever they do in the classroom. They also devote to their learning.

Interviewee: From your point of view and teaching experiences, what is the role of the teacher in active learning classes?

Teacher-02: At first, the role of the teacher is to identify the learning ability of his/her students because it helps the teacher to adapt available lessons based on their learning background and form different learning environments so that they can help each other. Second, the role of the teacher is developing a comfortable environment for the students' learning, guiding, giving feedback and evaluates the progress of their learning and also endorsing social interaction among the students.

Interviewer: According to your beliefs, how should students engage in active learning classes?

Teacher-02: It is a teacher who engages students because if the teacher facilitates conditions for the students, definitely, they do it. Therefore, the teacher should facilitate different conditions which engage students in active learning approach and guides them for it.

Interviewer: How should teachers help students in active learning classes?

Teacher-02: Teachers should engage students to participate effectively. Teachers should not much of the class time by themselves; they have to share discussion time for students' engagements and couch their progressive. They have to make students active participants, problem-solvers, critical thinkers and other. And, teacher should facilitate contexts for the students and evaluate their progress.

Interviewer: Which teaching method do you prefer in your ELT class (,i.e. lecture method or active learning?)

Teacher-02: Alright, to speak the reality, most of the time, I use the lecture method or I use explanation.

Interviewer: Why?

Teacher-02: You know, if I use active method, students are not interested to engage actively. As well as, the class condition is unfavorable for active learning. Besides, if we use such method, we can't finish the textbook according to our annual lesson plan. Even if we use active learning method, the school considers as we are doing wrong method of teaching because of offensive teaching. The time is another problem to use active learning because it is too short, 40 minutes.

Interviewer: Do you practice active learning approach in your ELT classes?

Teacher-02: No, I do not use it. However, I use it sometimes to make students familiarize with different methods of teaching.

Interviewer: Why?

Teacher-02: As I told you earlier, there are different reasons which let me not to use the approach. First, the given time is not adequate to use active learning approach because in active learning method, students are expected to do more time, and the teacher checks their work. Second, the volume of the textbook is very huge so that we go quickly to cover the books in the given school time. Besides, we are judged by the school management based on not what we taught our students but based on our finishing of the textbook at the end of the semester.

Interviewer: If you practice active learning approach in your ELT classes, what types of active learning techniques (group work, discussion, cooperative, debate) do you use?

Teacher-02: I use group work, pair work and debate sometimes.

Interviewer: How often?

Teacher-02: Most of the time**,** I use pair work and group work based on the activities given in the textbook**.** I write the activities on the board from my textbook and then let them discuss either being in pair or groups on their desks. But, I use debate twice a year one at first semester, and one at second semester. I take it from 10% for mark.

Interviewer: How do you perceive your proficiency of implementing active learning approach?

Teacher-02: I don't think that I have the requirement proficiencies which help me to use active learning approach. You know, I trained in old curriculum. Since then, there have been many changes in connected to teaching and learning process.

Interviewer: Haven't you ever given any train either formally or informally from any stakeholders such by supervisors, from department or colleges related to how to implement active learning approach?

Teacher-02: Not at all. Except some general courses that we have been given during our staying of college, we have not taken any on job training since then.

Interviewer: What factors challenge you to implement active learning approach in your ELT classes?

Teacher-02: Okay, it is possible to mention many factors. For example, challenges related to students that means students' background is too poor to use active learning approach. Moreover, they don't have interest when I try to practice active learning approach, and so that I use lecture method. The students' seating arrangement is also not comfortable to employ the approach. The other is shortage of time. You know, the school is not opened based on the school calendar; it is opened being too late; besides, the students come to the school after two or three weeks passed from the class time, they also absent from the school blaming different holidays. As a result, we have limited days of class time. In these limited time, our focus is covering the portion by teaching some important areas such as grammar, vocabularies and reading areas to prepare the students for the class and national examination. Thus, we have no time to implement active learning. There is also shortage of teaching materials like students' textbook.

Thank you very much

Interviewee 3 (T-03)

Date of interview: March 12, 2025

Place of interview: Fitche Secondary School (Classroom)

Duration of interview: **15 Minutes**

Gender of interviewee: Male

Qualifications of interviewee: M.A.

Experience of interviewee in teaching: 21years

Grade of teaching: grades 12(A, B, C, & D**)**

Interviewer: From your teaching experiences, what do you understand by active learning approach mean?

Teacher-03: Okay, in my understanding active learning means an approach in which all students are fully and meaningfully engaged in the learning process. So this process is realized when all of the students shift from passive learning to actively participate in the process of learning and take responsibilities for their learning. This is known as active learning approach.

Interviewer: Okay, what are the specific features of active learning approach from your point of view?

Teacher-03: In my case this may be include the students' engagement, collaboration and interaction, critical thinking and problem solving, reflective practice and when their participation is observable through helping each other, discuss freely, and other is the feature of active learning in my understanding.

Interviewer: What do you think about the implementation of ALA in your English Classes?

Teacher-03: Of course, it is an applicable approach in English classrooms because it aligns with communicative language teaching. However, when I come to your questions related to my implementation of the approach, I do not practice the approach this much because the number of the students I teach in one class is too large, the students participation is too low because they had no experience

from the lower grade and the seating arrangement is not reliable to practice the approach.

Interviewer: How do you see the importance of implementing active learning approach for the students' learning of the language?

Teacher-03: I see it as an opportunity for the students learning with fully and meaningfully engagement.

Interviewer: How?

Teacher-03: Because the students practice and use the language. They develop the accuracy and the fluency of the language because it helps them to speak the language and to receive information, they exchange ideas, help each other and so it is an opportunity for the students to develop their language and self-confidences. Active learning also supports the development of students' high-level of thinking such as critical thinking and problem-solving, and creativity.

Interviewee: From your point of view and teaching experiences, what is the role of the teacher in active learning classes?

Teacher-03: The role of the teachers in active learning class is that the teacher should identify the individual talent of the students because it helps the teacher to prepare the lessons based on their individual talents, follows up their day to day progress and manage himself/herself based on the students learning. The teacher should provide opportunities for the students to practice in their work and express themselves; facilitate conditions for their students based on their interest and involve them to participate in activities that allow them to be involved in decisions about their learning.

Interviewer: Which teaching method do you prefer in your ELT class (, i.e. lecture method or active learning?

Teacher-03: Of course, I use active lecture method. Particularly, at first about fifteen minutes, I give lecture and, then I use the rest minutes for discussion and others teaching techniques.

Interviewer: Why do you use this strategy?

Teacher-03: You know, we have very short time to cover the portion and for that reason we use lecture method. However, in order to check the students' understanding, I use different method like asking questions. I have my own comments here. You see the students' English textbook has its own impact regarding to practicing active learning approach because it doesn't give room for both teachers and students on how to employ the approach. It only talks about pair work or group work.

Interviewer: Do you practice active learning approaches in your ELT classes?

Teacher-03: Because sometimes we run to cover the textbook and that is one reason. The other is the students do not have interest when I try to use active learning method; their using of the target language is very low. The classroom condition (students seating arrangement, their large number and others) inhibit me to implement the approach.

Interviewer: If you practice active learning in your ELT classes, what types of active learning techniques (pair work, group work, discussion, cooperative, debate) do you use?

Teacher-03: I use pair work, group work, questioning and answering, and individual activities most of the time.

Interviewer: Why?

Teacher-03: You know, it helps you if the students either understand or no the topic that you are teaching. Besides, it encourages the students' participation, and also helps to check whether they have done or not their homework.

Interviewer: How do you perceive your proficiency of implementing active learning approach?

Teacher-03: I have no specific skill or proficiency for active learning approach except the common methodologies that I have taken from my college trainings.

Interviewer: Have you ever given any on job trainings either formally or informally from any stakeholders such by supervisors, from department or colleges related to how to implement active learning approach?

Teacher-03: No, not at all

Interviewer: What are the main factors that may challenge you to implement active learning in your ELT classes?

Teacher-03: Okay, there are some challenges. Teaching large number of students in one class is one challenge. The portion is too large to cover in the given time. The text book has many exercises which you can't skip them. The students' language ability is the other challenge. Even our skill of practicing active learning approach has its own challenge. You know, if you have some skills on how to implement active learning approach, it motivates you to practice it. So, not having such skill is a challenge. The shortage of students' textbook and the students seating arrangements are the other challenges to practice active learning approach. However, if we have commitment, these challenges do not inhabit us to practice the approach in our English classes.

Thank you very much

Interviewee 4 (T-04)

Date of interview: March 18, 2025

Place of interview: Degem Secondary School (At the back of classroom)

Duration of interview: 22 Minutes

Gender of interviewee: Male

Qualifications of interviewee: M.A.

Experience of interviewee in teaching: 21years

Grade of teaching: grades 11(C, D & E**)**

Interviewer: what do you understand by active learning approach?

Teacher-04: Okay, in my understanding active learning approach means an approach whereby all students are fully engaged in the learning process. So this process is when the students just shift from passive to active participation, active engagement of the activities, all of the students. This is known as active learning method.

Interviewer: What are the specific features or the characteristics of active learning approach from your teaching experiences?

Teacher-04: Okay, in my case this may be the student's engagement. Maybe it is specific teacher features. This may be collaboration and interaction. It may be critical thinking, problem solving and reflective practices. This means when students engage in this active learning, they participate actively. So, their activity and participation is observable. When we take collaboration, students take their responsibility to help each other, to exchange their ideas, discussing freely by all of them participating. So this can be the features as my understanding.

Interviewer: Thank you. What do you think about implementing the active learning approach in your English classes?

Teacher-04: Of course, active learning approach is applicable in English class because it aligns with the communicative approach of language teaching which emphasizes the importance of real life communication and interaction. For me,

it is much related to language teaching because if you take the strategies of this active learning, you can take even drama, role play, group discussion, even pair work. All of this needs participation, active participation. So it relates to language teaching, so it is applicable.

Interviewer: How do you see the importance of implementing active learning approach for the students' learning achievements?

Teacher-04: Okay, I see this one as an opportunity for students to continue the language, practice the language skills and develop their fluency in that way it helps them to speak and just to receive, okay? Exchanging ideas, take turns. So, it is an opportunity to develop even their language. The approach also supports the development of the students' high level thinking such as critical thinking and problem solving and creativity. It has much advantage for the students' learning.

Interviewer: Do you think that using active learning approach has an advantage in the teaching learning process of the students to motivate or to engage them in learning process?

Teacher-04: Yeah, yeah. It enhances the student's learning motivation and engagement by making the learning experience more interactive, dynamic.it captures students' interests, stimulates their curiosity and they provide a sense of ownership of their own learning. They take responsibility, okay? Because active learning by itself shows that the student should take their own responsibility to learn by themselves. It develops autonomous learning. So it has advantage.

Interviewer: According to your belief, how should students engage in active learning classes?

Teacher-04: Students should engage through various learning strategies. This could be discussion, debate, drama, role play, pair work, group work and others.

Interviewer: What about teachers' role?

Teacher-04: Yeah. When we come to the teacher's role, the teacher's role is facilitating, guiding the students, clarifying the miss-directions, motivating. Even by selecting the best strategies for the learners, the objective of the lesson on that day. So he or she has to just motivate them to actively participate.

Interviewer: Thank you very much. Is there any, link or relation between your beliefs and your actual classroom practices in ELT classes?

Teacher-04: Of course there is a relation. Because you do what you believe. Okay. So teachers believe in their actual practices. So if you believe that something is right, that belief motivates you to do that one. Anyway, I try to just practice what I believe. In general, we can conclude that there is a relationship between what you believe and what you practice in the classroom actually.

Interviewer: Which teaching method do you prefer in your ELT classes? That mean, lecture method or active learning approach?

Teacher-04: Of course, when we say lecture method, in my case, lecture method can be divided into two. There is active lecture method. This active lecture method can be the strategy of learning approach. Especially what we say is active learning. Because short lecture, especially around 15 minutes lecture and just turning that to question and answer for student to check their understanding about the lecture or to discuss on the lecture point. It can be active learning. Okay. If it is long lecture, it is the traditional one. It is not active learning. So, anyway, the lecture can be decided on this point. So, sometimes I use short lecture, and then change the motion to them.

Interviewer: By the way, do you practice active learning approach regularly in your ELT classes?

Teacher-04: Of course, not regularly.

Interviewer: Why?

Teacher-04: Because we have not much time to cover our course. That is the reason.

Interviewer: As you know, there are different types of active learning strategies that you can use in your ELT classrooms, such as group work, discussion, cooperation,

debates, dramas, role plays, and others. Which method among these you might have applied?

Teacher-04: Of course, if we apply, all of them can be applicable. As I mentioned so far, mostly I use group work, discussion, pair work, short lecture, and question and answer. Sometimes, I may use individual activities by just monitoring and following their activities.

Interviewer: What factors may challenge you to implement active learning approach in your English classes?

Teacher-04: Okay. There are many factors, but some of them are: large classes, students' seating arrangements, the portion is too large, the textbook has many exercises which is difficult to cover in the given time, students' lack of motivation, lack of support from the administrative and others.

Interviewer: Have you ever got any support from the school or from any stakeholders regarding to implementing active learning approach?

Teacher-04: No one rise about active learning approach. But supervisors simply come and just observe the classroom. That is called evaluation. They comment to you only about sometimes student participation, sometimes maybe about coverage of portion. They have no such skill by themselves.

Thank you very much

Interviewee 5 (T-05)

Date of interview: March 22, 2025

Place of interview: Chancho Secondary School

Duration of interview: 22 Minutes

Gender of interviewee: Male

Qualifications of interviewee: M.A.

Experience of interviewee in teaching: 21years

Grade of teaching: grades 11(B, C, D & E

Interviewer: What do you understand by active learning approach?

Teacher-05: Active learning approach for me, it is a kind of approach which involves students to be active participant. When the teacher delivers a lesson, if the students take much of the roles, you can say that approach is active learning approach. In other words, it is an approach where teachers believe or accept the belief that knowledge is constructed rather than created. So, in general, you can say active learning approach is an approach in which the students are the dominant figure in the teaching and learning process. The teacher may facilitate or just coach and guide to do something. And most of the activities are expected to be covered by the learner.

Interviewer: What is your belief about the importance of using this active learning approach for the students' learning?

Teacher-05: Yeah, active learning approach has a number of significances. For instance, it can motivate learners to develop their interpersonal skills because by its nature, the students are supposed to do things in group, independently or in pair. In doing so, they can develop their interaction. Positive interaction may be developed through this approach. Plus to that, the learners may get the opportunity to receive knowledge, which is life-long. The lesson which they learn, which they practice in the classroom, by themselves may not be forgotten easily. So it may create the lesson to live long in their memory. This and others might be the significance. It may create the lesson to be concrete

and it encourages learners to be autonomous learners, independent learners. So this and others can be some of the significance.

Interviewer: Okay. What do you think the role of the teachers should be in active learning classes?

Teacher-05: First of all, teachers are supposed to prepare themselves before they deliver the lesson or before they ask the learners to do things. Teachers by themselves should prepare themselves ahead of time. In the classroom, they should assign facilitator, timekeeper, leaders who can facilitate the teaching and learning process. Otherwise, if the students are not guided in such a way, the classroom may be full of disturbance. Teachers should be active in guiding the students. Teachers should orient what mode of learning will be delivered in the classroom. And they should facilitate, coach. And at the end, in case if the students miss some points or miss a substance of the lesson, teachers should summarize the main point at the end and teachers should check whether the students are really focusing on the task or whether they are just doing something out of the context.

Interviewer: How do you see your implementation of active learning approach in your English classes? Do you practice this approach in your actual classroom?

Teacher-05: I can't say I am really practicing it regularly. Regardless of its importance, it has its own limitation. It doesn't mean that I really reject this approach. I sometimes apply it, but due to different problems, I frequently ignore this approach.

Interviewer: What is that problem?

Teacher-05: For instance, the problem might be the class size matters. As you know, in high school, particularly in grade 12 and 11, in my teaching place, there are a number of classes, students, large class size in one class. So, it is difficult to manage those students to do things properly. The other thing might be when we practice active learning approach, the students are supposed to say something, whether they are really on the task or not, that is another issue. The classroom might be a means to disturb even the neighboring class. The third might be time constraints, might be another factor. The portion is a bit bulky, if you see English text. There are a number of lessons which are expected to be

covered throughout the semester. But if we really practice this approach, if we don't follow lecture methods, sometimes it may lead to shortage of... we may be unable to cover the lesson properly, so time constraints. Even resource, lack of resource might be another issue.

Interviewer: What about the students' textbook and the teacher's guide suggests in terms of implementing the active learning approach?

Teacher-05: Really I don't examine whether it is really encouraging or discouraging, but from my experience, so I don't have the habit to see whether the teaching guide invites us to use active learning method or not. I can say that Ministry of Education encourages teachers to apply active learning approach. The problem is, as I said, teachers may resist, still even students may resist, so those gifted and talented students may want just to get the substance, the main issue from their teacher rather than just spending their time through discussion. So the text is developed in such a way that teachers follow active learning approach.

Thank you very much

Appendix E
Addis Ababa University
Department of Foreign Languages and Literature
Classroom Observations Transcription

Teacher One

Observation One: Setdebir Secondary School; Grade 11B, 3th period (3:24-4:06 local time. Number of Students in the classroom 51. Lesson Topic: Unit 7(Adverbs and their categories). Date: March 7, 2025.

The teacher began the lesson by writing the topic of the lesson on the blackboard. She gave a quick revision just after writing the topic.

T: Yesterday we discussed about phrasal verbs. We saw that phrasal verbs are formed from two or more that two words. While the first word is main verb, the second word is either propulsion or adverb. We also saw words with the same main verb but different prepositions to form different meaning words, such as: Point out, point up, pull back, pull out, pull in, pull away, and etc.

The teacher then wrote detailed notes on the blackboard based on the classification of adverb types. While writing, the teacher walked around the classroom and checked the students' writing from the board. However, some students were sitting without writing. They replied various reasons while the teacher asked why they had not written the given notes from the board. Some said that they did not have a pen, while others explained that they had missed the pervious lesson. Therefore, they answered to write starting from the previous day by taking exercise books from students who wrote. Most of the communication was conducted using both English and Afan Oromo. First, the teacher explained the idea in English and then repeated the same idea in Afan Oromo. It seemed to help clarify the concept for the students.

T: Ati maaliif hinbarreesine, maal rakkoon kee?

S: Kaleessa silan hindhufneef, kan kaleessaa irraa eegaleen dabtara ijoollee irraa fudheen booda hunduma isaa barreessaa fani barsiisa.

The teacher then came back to the board and continued writing. After finished writing, the teacher started lecturing on the given notes.

T: What are adverbs? What is their function? But, students kept silent.

T: Adverbs are one of the state words which describe a verb. They come at the end of the word which is being described. In English, there are about five main adverbs. These are….(She described based on their order from the blackboard).

T: Okay, now, open your textbook on page 182 activity 7.9 and identify the adverbial clause of adverbs of time from the given sentences.

However, most of the students did not have textbooks on their desks. While the teacher was doing on the answers, the time was up before they finish. The teacher then gave them additional homework to do on their exercise for the next day, and the lesson was ended.

Teacher One
Observation Two

Observation Two: Setdebir Secondary School; Grade 11A, first period (2:00-2:42 local time. Number of students 48. Topic of the observed lessons: unit eight, Reading Comprehension (Prevention of Chronic Disease). Date: March 13, 2025.

This lesson was supposed to be a review of homework. The teacher began the lesson by asking students whether they had read the passage and done the activities from the reading text. It was given as homework.

T: Have you done your homework? Those who have done your home, raise your hand. However, most of the students remained silent in response to the teacher's question except very few students. She did not say anything about students who did not do their homework. Now, go through the passage and read the text quickly before we proceed to doing the questions extracted from the passage.

The teacher then proceeded to writing words that are written in bold in from the passage on the blackboard as follows:

- Predominantly
- Attributed
- Demographic
- Etiologies
- Malnourishing

T: Okay, now, pay your attention. What is the main idea of the passage, who can try? Yes! Students kept silent.

T: Okay, student X, can you try the central ideas of the passage?

S: about controlling diseases.

T: Yes, in general the passage talks about successful disease control in increasing our life expectancy. Okay, in paragraph three, the writer states, **which claims** more than 6000 children each day, what does the underlined word mean?

S: because loss of time.

T: Yes, very good. It tells us about diseases causes for our life loss. Okay the next one, who can try?

S: c. successful disease controls efforts.

T: Yes, successful disease controls efforts. It discusses how to control diseases to live long life. Who can answer the next? It says, according to paragraph 1, chronic disease are imperative in developing countries. Why? Who can answer according to the passage?

S: because of demographic shift.

T: Okay, good. Other, who can try;

S: Economic growth

T: It is our economic problem, which leads us to different chronic diseases. Now, let proceed to the vocabulary part which are extracted from the passage. Who can guess the meaning of the first give word based on the contexts, which is "Predominantly?"

S: Mostly, mainly…..

T: Yes, mostly, mainly, largely,…. the next one that is "attributed?"

S: Reason.

T: Yes, it is causes for the happening of something. Okay, what is "demographic" mean?

S: people

T: Very good. "Demographic" mean Human population or people as he said. "Malnourishing" mean lack of having adequate food. Okay, do the phrasal verbs on page 209 as homework for tomorrow.

Finally, it is the end of the lesson and the teacher left the class after assigning homework for the next day's lesson.

Teacher Two

Observation One

Observation One: Kuyu Secondary School, Grade 12A, 4th period (4: 21-5:03) local time. Number of Students 46, Topic of the observed lesson Unit 7: Speaking Skills (Debating). Date: March 17, 2025.

The teacher wrote the topic of the lesson on the black board:

Debating

Then the teacher said, "Okay, yesterday we discussed the types of essay writing, didn't?"

S: Yes,

T: Who can remind us, Okay, students S_1, tell some of them.

S: Descriptive, narrative, argumentative and expository.

T: Expository. Yes, very good. We use descriptive to describe people, place, objects and others. Expository to describe something or someone by using different examples to make it clear…. You have to do your assignment based on our yesterday examples. Now let proceed to our today lesson, which is debating. Have you conducted debate at your grade nine, ten or eleven?

S: yes.

T: In what grade?

S: grade 11.

T: Very good. That is, you have some experience about what is a debate mea, isn't it?

S: yes,

T: Yes, debate means making a discussion on certain topic and convince or be convinced supporting ideas with different evidences, or contest on some issues between two person or groups (support and objection). For example, radio vs TV; urban vs countryside; money vs education. A formal debate usually includes three groups: one group is supporting the raised ideas, the other group opposing or objecting the ideas, while the third group is judging the process of debating. Now, be in your groups and choose any available topic, and then prepare for contest, which is going to be taken from 10%.

T: Now, let proceed to the next topic, which is reading. Read the passage and then complete the table on page 165. Okay, let's complete the table. What is the project found in Roma?

S: Roman roads

T: Good: What is its size?

S: 400,000 kilometers

T: When it was built?

S: In 300 BC.

T: What about USA?

S: Highway System

T: Its size?

S: 77,556 kilometers.

T: Okay, time?

S: 1956

T: Ethiopia

S: GERD hydroelectric power

T: What about the Size?

S: 16 TWH

As the discussion was going on, the bell rang, and the teacher left the class giving homework to be done for the next classes.

Teacher Two

Observation Two: Kuyu Secondary School, grade 12B, first period (2:00 -2: 42:00) local time. Number of students was 49. Topic of the observed lesson: Unit Seven, vocabulary (Phrasal verb). Date: March 22, 2025.

The lesson was followed by doing home, which takes about 15 minutes. Next, the teacher wrote the following phrasal verbs on the black board followed by writing topic of the lesson "Phrasal Verb."

Example, carry out-practice
Set up-establish
Put off- remove
Give in –surrender
Give up-lose hope…… then,

T: Alright, from our previous learning, what is phrasal verb mean? We have learned this topic almost under each unit. Who can remind us?

S: It is vocabulary; for example, stand up.

T: Yea…, yea. Good. Ok, other students, but students kept silent.

T: Alright, as we have discussed many times, a phrasal verb is a group of two or three words with one meaning. While the first word is a verb, the second word is either preposition or adverb (Verb + preposition or adverb).

Example of verb + adverb

- wake up
- sit down
- grow up
- Break down…..

Example of Verb + prepositions

- look at
- listen to
- believe in……

Example of Verb + adverb + preposition

- get along with

- look forward to
- put up with
- come up with…

Now, open your textbook page 172, activity 7.8 and do exercise I, one up to eight. However, most students did not have textbook on their desks, a few number of textbooks shared with students of three to four in a desk while others were doing the given exercise with a mix of Afan Oromo and English at their seats. The exercise was completing the phrasal verbs given in the box with incomplete statements to make complete sentences. Other students wondering, not giving attention to the given class activities, and other students, who did not have textbook were looking for seats where there were textbooks. After about ten minutes, the teacher said "now let us complete the exercises together."

T: Let us do the first one. The first one says. "We are running _____money. How can we get some? Okay, who can answer?

S: run out of.

T: Yea. It is right. Run out of. Run out of finish something and have no more of left. Fixuu jechuudha. Good, who can answer the next?

S: cut down on.

T: Yes, you are right. It is cut down on. It means to reduce something. Okay, the next one, who can try?

S: carry on with

T: Yea, carry on with. Its meaning is to continue, not stop doing something. Let us proceed to the next.

S: keep away from.

T: Yes, very good. Its meaning is to avoid something. Who can do question number five.

S: put up with.

T: Is that the answer? The question says, "How do you _____ with your brothers?"

Other students answered:

S: get along.

T: Yes, that is correct answer, and it could be "How do you get along with your brothers?" It means, how do you tolerate your brothers?" The teacher wrote the meaning on the blackboard. The teacher did the exercise together with some students from question one to four, but the remaining questions from five to eight were left for students giving additional

homework which was about direct speech because the period ended up. In fact, the teacher encourages students to engage in class activities, but the students were limited to few high achieving students.

Teacher Three

Observation one: Fitche Secondary School, grade 12D, 3nd period (3:24-4:06) local time. Number of students was 51. Topic of the observed lesson: Unit Eight, Telemedicine (Active and Passive voice). Date: March 16, 2025.

The teacher started the lesson by revising the main points of the previous class discussions. It was about phrasal verbs formed by "turn" like turn in, turn out, turn off, etc. Then, he wrote the topic of the day's lesson on the blackboard: 'Active and Passive voice' on the black board. First, he spent some minuets revising about the previous lessons. Then, the teacher started explaining how to change active voice to passive voice by writing some examples on the blackboard. In the middle of explanation, the teacher asked the students by calling their name to change active voice to passive voice from the written examples on the board. The students tried to answer based on the given sentences.

After giving explanation with some notes, the teacher ordered the students to copy the given examples and notes from the blackboard.

Next, the teacher ordered the students to open their textbook on page 204, activity 8.12 and do the activities be in groups as a classwork. However, most of the students do not have textbooks on their desks. On the one hand, the students who have textbooks on their desks observe the text silently without discussing in groups. On the other hand, students who have no textbooks on their desks, talk their own private ideas, some in Afan Oromo and others in Amharic instead of discussion. Others copy maths homework from other students. The teacher walks around the students' desks and encourage them to do the classwork by asking them which question is tricky to them, but the students' response was low. Approximately, after about ten minutes spent, the teacher told the students to stop discussion and it is time for working together.

T: Ok, who can answer for question number one?

S: We have been taken

T: Excellent, 'we have been taken' you are write. Or we can say 'we were taken', very good. Next, who can try for question number two?

S: was introduced.

T: Good, is he right? Some students said, it is not right, but others kept silent. Then, the

teacher said, who can tell us the mistake of student S2, and corrects it?

S: were introduced or have been introduced.

T: Very good. Yes, 'were introduced or we have been introduced'. Now, who can answer question number three?

S: 'have made'

T: Alright. It is 'have made', because it is active voice not passive voice. Question number four**,** last night, we (4) ___(show) round an old hotel, by the owner. Now who can answer it?

S: 'Were shown'

T: Yes, exactly. Now, let us proceed to question number five, who can do, ok.

S: Has belonged.

T: Exactly. Most of the land in this area has belonged to his family for about hundred years. It is active voice and present perfect tense. It is very good. Next question, who can do the next question, which mean question number six and seven because the idea is connected together? It says apparently, the land (6)____(give) to them after one of his ancestors (7) ____(kill) while trying to save his brother's life from bandits.

S: was given/ has killed.

T: It is good, but the second one needs correction. It could be 'was killed'. Alright, question number eight. It says, 'the owner told us that it (8) ____(suffer) serious damage during a fire about thirty years ago.' Who can change the correct form of the verb given in the bracket into the correct form of either active voice or passive voice?

S: It was suffered /had been suffered.

T: Eeeh, no, no….. Who can correct it? Ok s8.

S: It suffered /had suffered

T: Yes, it is correct. The statement should be active voice, and the word suffer mean be affected. Question number nine, who can try it, ok from the back seating student 9; what is the correct form of the verb given in the bracket?

S: was restored.

T: Yes, it is 'was restored'. Let us do the last question. Who can answer question number 10?

S: were added.

T: Ok, good. Is it right?

Some students responded that it is not right**.**

T: Ok, who can give us the correct answer?

S: Added.

T: Yes, that is right. It is active voice ok, not passive voice. Ok good we stop here. Do activity 8.13 I and II as homework on (page 205).

Teacher Three

Observation two: Fitche Secondary School, grade 12B, 4th period (4:20- 5:00) local time. Number of students 49; Topic of the observed lesson: Unit Nine, Conflict Management, Reading Skills (Conflict Managing in a Family). Date: March 20, 2025.

T: The teacher wrote the unit, date and the topic of the lesson on the blackboard). Alright, yesterday, we discussed about how to describe people, things or places. To describe people, things or places, we use adjectives, and we also saw different types of adjectives. Finally, I ordered you to read the reading text from page 223-225 and then to do activity V, I, II and III. Have you all done? Very few students answered:

S: Yes

T: What about other? Haven't you done? Ok, anyway, now go through the passage again and pick out the main ideas of each paragraph. The passage has 11 paragraphs so that you are expected find out 11 main ideas. Start now, you have been given ten minutes to do so. After about ten minutes, stop reading now and let us do the activities together. What is the main idea of the first paragraph?

S: Different understanding and interests between parents.

T: Yes, having different understanding between parents, or if there is not listening to each other, it is common everywhere there is conflict. Therefore, we have to develop the culture of understanding one another so that we can solve any problems. That is good idea. What about paragraph two?

S: Any topic can cause a conflict between parents.

T: Yes, any topic can be cause for conflict; even can be reason for success. Yes, what the main idea of paragraph three?

S: Teen wants distance from parents to establish privacy.

T: Yes, that is good. You can do the rest at your home, now let us precede to activity I, which is references given the passage. What the pronoun 'their' refers to in paragraph one?

S: Teen and parent.

T: Yes, teen and parent. What about this in paragraph three?

S: Solution

T: Yes, it refers solution about how to find solution for family conflicts. His/her, in paragraph seven refers.

S: the teen.

T: Yes, it refers the teen. It is enough you can do the rest individually. Let us do some vocabulary based on their contextual meanings given in the passage, exercise III. What is the equivalent meaning for the word distances from the reading passage?

S: Separation.

T: Yes, separation, it is found in the first paragraph, excellent.

S: Cause.

T: That is right. It is the cause for conflict. If you read the second paragraph, you get the causes for the conflict of parents. We have no much time to do. Now, take homework for tomorrow and do exercise I (1-5), page 227, and exercise I (1-5), page 228. The bell was rung, and then the lesson ended.

Teacher Four

Observation One: Degem Secondary School, grade 11C, 2nd period afternoon (8:45-3:27) local time. Number of students 44, Topic of the observed lesson; Unit seven: Patriotism (Order of adjective). Date: March 21 2025.

The teacher began the lesson by asking students to recall their previous lesson, which was about adverbs and their types. The teacher then gave an additional explanation after few students reviewed about their previous lesson, and began the day's lesson by writing the topic of the lesson on the blackboard, Order of Adjectives. Next, he explained how to order adjectives when more than one adjective is used to describe a single noun.

T: Sometimes more than one adjective can be used to modify a single noun. When more than one adjective appear in a sentence to describe a single noun, we must keep the order of these adjectives. We must begin with adjectives of quality or opinion, size, age, shape, color, origin, material, purpose and finally noun. All these adjectives may not come together at the same times, but we have to know.

Example

- I bought a beautiful, small, new, round, brown, Ethiopian, wooden coffee table.
- Magartu bought a nice big new red Italian leather bag.

In the above first example, beautiful refers quality or opinion, which describes table, which is noun. Small indicates the size of the table while new indicates age of the

table. Round shows shape and brown refers color. Moreover, Ethiopian shows origin of the table and wooden material and coffee shows purpose of the table.

T: We don't always need all categories; we just follow the order when we use more adjectives. Now, open page 186, exercise II and put the adjectives given in brackets in the correct order. Let us do the first together.

1. My sister has a _____(beautiful, cotton, white, big) dress.

T: Who can order the adjectives provided in the bracket in the correct order. Here, beautiful is quality or opinion, cotton is material; white is color and big is size.

S: My sister has a beautiful, big, white, cotton dress

T: Yea, very good it is right because beautiful is quality, big indicates size and it should come after quality if there is quality in the sentence, otherwise it comes first. White is color and cotton is material while dress is noun which is being described. Do the rest, from question number two to ten.

While the teacher was moving in the classroom and checking the students' doing, the bell was rung and the teacher told students do it at home as a homework.

Teacher Four

Observation Two: Degem Secondary School, grade 11E, 5th period (9:45- 10:30) local time. Number of students 41, Topic of the observed lesson; Unit eight: Health service (Quantifiers). Date: March 24, 2025.

The teacher began the day's lessons by asking whether the students had done their homework or not.

T: Have you done your homework?

Few students: yes.

T: As we discussed yesterday, quantifiers are words that describe quantity. Quantifiers are adjectives that describe "how much" for uncountable noun and "how many" for countable nouns. They are used in affirmative, such as a number of, some several, a lot of, a little, a few, few and others. There are also some negative quantifiers like, hardly any, seldom, scarcely, rarely and others.

Okay, there are some quantifiers used in countable nouns, uncountable nouns and both for countable and uncountable nouns. For example, who can try telling us quantifiers used with countable nouns?

S: some.

T: good, but we use some for both countable and uncountable nouns.

For example,

- There are **many** students in the class
- There is **much** milk in the bottle.

As we can see from the example, students are countable noun and milk is uncountable noun. Okay, who can give us other quantifiers with uncountable nouns?

S: little.

T: Excellent. Yea, little, a little, much, a large amount of, a great deal of and others are used with uncountable nouns. What about countable nouns?

S: a lot of

T: we use a lot of for both countable and uncountable nouns; other student?

S: may

T: yes, many, few, a few, a number of several. And, quantifiers like a lot of, lots of, none, no; enough are used with both countable and uncountable nouns.

After giving the above explanations by writing some of them on the blackboard, the teacher began to discuss the answers for homework exercises with a few volunteer students. Now let us do the homework together open page 217. Similar, to other school, most students did not have textbook on their desk.

T: who can try answer for the first question, which says: They have had_____ homework in mathematics recently.

S: Many.

T: Good, but homework is used as both countable and uncountable noun, so that we have to use quantifiers used for both countable and uncountable nouns, like plenty of or a lot of. Who can answer the next question number two?

S: Much

T: Yea, correct because time is uncountable noun. The next,

S: Many.

T: yes, students are countable noun.

As the instruction going on in similar way, the bell rang and it was the end of the lesson. The teacher then closed the lesson by giving additional homework to be done for the next lesson, which was about cohesive devices, on page 221.

Teacher Five

Observation One: Chancho Secondary School, Grade 11 D, 2nd period (2:42-3:20) local time, March 26, 2025, Number of Students 42, Topic: Unit Eight: Efficiency of Health Services(Cohesive Devices). Date: March 25, 2025

The teacher began the lesson by writing the day's lesson topic on the blackboard, "Cohesive Devices," and, its, definition.

T: Cohesive devices are words or phrases that are helped to link word with word, sentences with sentences and between paragraphs ideas together. They make words smooth transition in the flow of ideas. When sentences and ideas fit together clearly, readers can understand easily the flow of the ideas. They indicate addition, comparison, contrast, enumeration, examples, time and sequence and etc.

Example:

- Addition: and, moreover, furthermore
- Contrast: however, although, on the other hand
- Cause/effect: because, therefore, as a result
- Sequence: first, second, then, finally)
- The teacher explained about the lesson ***but*** the students did not understand it ***because*** it was difficult.
- ***Although*** Bontu studied harder, she did not register good results.

After giving detail explanations, the teacher ordered students to open their textbooks, but most students did not have textbook on their desks.

T: Okay, Now, open your textbook on page 221 and do activity II and IV based on the given examples, fill in the blank with the suitable cohesive device from the list given.

The teacher walked around the classroom and observed students' activates. However, the class kept silent and it did not like discussion classroom.

After about eight minutes, the teacher instructed students it is time doing together.

T: Let us do together. Who can answer question number one?

S: because

T: Yea, Yes, because, it indicates reason. Who can answer for the next?

S: but

T: Yes, excellent. What about the next?

S: and

T: Good. It is and. The next,

S: but.

T: Yes, It is but. You can do the rest activities at your home. Now, let proceed to exercise III. You have to keep the order of the cohesive devices based on the blank spaces. Discuss with your partner for a minutes before we are going to discuss. After about five minutes, what is the answer for question number one?

S: and, which, also, that, what

T: Yes, it should be in the order of the blank spaces. Next,

S: besides, also, because, and, but.

T: Good, but it needs some correction.

S: besides, also, but, and, because

T: Yes, it should be appear in this order. Ok, we stop here, because we have no time to start new topic. In our next lesson, we will see argumentative Essay. Then the bell rang and the lesson ended.

Teacher Five

Observation two: Chancho Secondary School, grade 11 B, 4th period (4:23- 5:03) local time. Number of Students 38, Topic of the lesson: Unit Nine: Indigenous Conflict Resolution: Speaking Skills (Asking for Apology). Date: March 28 2025.

The teacher began the day's lesson by revising the previous lesson:

T: Yesterday, under speaking skills, we discussed asking for clarification, when we ask someone for clarification which is not clear to us; we ask him or her in different ways for clarification by using the modal verb 'can or could'. For example, we can ask by saying:

- I am sorry; could/can you say it in another way?
- Could/ can you clarify that for me?
- I am sorry, teacher! I am not sure I have exactly understood about the first sentence. Would you mind repeating it?

In our today lesson, we are going to learn about 'Asking for Apology.'

T: What is apology mean? Yes!

S: Excuse……..dhiifama gaafachuu…….

T: Ok, very nice. When we make some mistake knowingly or unknowingly, we have to ask apology. You may speak rude words which annoy people or you may step on

someone's foot at somewhere, whatever the case may be, you have to apologies someone for something that you did. You know, it gives you rest and satisfaction. Learning how to apologize people is very important. Therefore, in our today lesson, we are going to see phrases that help us in asking for apology.

The common phrases for making apologies:

- Excuse, me …….
- I am sorry…….
- I am afraid
- Sorry about that…
- My apologies…
- Pardon me…
- I sincerely apologize…
- Please accept my apologies…

The common phrases for Accepting apologies:

- That is alright….
- Never mind……
- It doesn't matter…..
- Don't mention it…….
- That is okay……..
- Don't worry about it…..

After writing the above phrases on the board, the teacher ordered the students to open their textbook on page 232, and then complete the dialogue in groups at their seats. However, similar to other observed classes, in this class most students do not have textbook. The teacher then encouraed students to complete activities from the textbook. The lesson continued in similar way, and then ended by giving homework.