



ADDIS ABABA UNIVERSITY

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

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

**THE PRACTICE OF TEACHING GRAMMAR THROUGH ACTIVE
LEARNING: THE CASE OF SELAM DEMOCRACY LIMAT LE
ETHIOPIA SECONDARY SCHOOL GRADE 9TH EFL TEACHERS**

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The Practice of Teaching Grammar through Active Learning: The case of Selam Democracy Limat Le Ethiopia Secondary School Grade 9th EFL Teachers

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ABSTRACT

The main objective of this study was to assess the Practice of Teaching Grammar through Active Learning: The case of Selam Democracy Limat Le Ethiopia Secondary School Grade 9th EFL teachers. The study was conducted through descriptive research design. The subjects of the study were both grade nine students and English language teachers of the target school. The total population of the study were 720 students , and out of which,257of them were considered in the study and among 3 teachers 3 of them were also taken as sample after selected by both Probability (Random) and Non probability sampling techniques (convenience and Quotas). Besides, the researcher collected primary data through classroom observation, teachers' interview and students' questionnaire and they were analyzed both quantitatively and qualitatively. The finding showed that there is poor trend of implementing active learning as EFL teachers also didn't properly practice active teaching and learning strategies in teaching grammar lessons for several reasons such as time allotment and students background. It is also found that some teachers attempted to implement active learning occasionally, that is, when the topic and the situations are suitable to apply it and active learning techniques like group discussion, cooperative learning etc. Besides, teachers practiced active learning methods rarely by applying group work and question and answer and role playing, debating writing and other were not applied.

It is found that teachers tend to lecture all aspects of grammar and Students also did not have initiation to participate in teaching learning process in grammar class. Furthermore, most serious factors affecting the implementation of active learning in the classrooms were identified those are, lack of time allotment for the course, absence of suitable classroom situation and learning equipment' lack of training, for teachers less commitment for their responsibility, student's lack of motivation and poor English language exposure. Therefore, it was concluded that EFL teachers and students of the school did not properly practice the methods suggested by

different language experts. It was, therefore, recommended that teachers should be applied different active learning approach and techniques that are suggested by scholars to teach grammar and other language skills.

Key words- Practice, Grammar, Active learning, approach

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

In foreign or second language teaching, making students aware of grammatical facts is one of the essential aspects in language teaching that a teacher should do. It is helpful for students to learn other language skills. As Tiglu Geza (2008) stated in foreign or second language teaching, making students aware of grammatical facts is one of the vital aspects in language teaching that a teacher should do. It is helpful for students to learn other language skills. Ellis (1997) explains that grammar teaching is one of the cornerstones in enabling learners to communicate meaningfully and accurately and advance their communicative skills in second language proficiency. However, various studies conducted at different levels reveal that most students who completed their secondary schools and joined their tertiary level lack adequate proficiency in English language (Girma2005, Hailom1982, Melese1992, and Geremew1994).

Grammar as part of language teaching helps learners develop the skills necessary for their success in diverse environments where English is used. Ellis (ibid) adds that recent research results on EFL or ESL learning show that without grammar instruction learners frequently fail to achieve the target language. It is, thus, crucial to include grammar in language curriculum through various tasks. The communicative grammar instruction can improve the quality of second or foreign language learning or teaching (Byrnes 2007, White1987, Fotos and Ellis1991and Petevitz1997).

Traditionally, second language teaching approaches have mainly dealt with the achievement of linguistic knowledge which is one important part of language learning. But instead of teaching grammar in a form focused teachers need to relate teaching grammar to meaning and use.

In other words, language structure should be taught in a context that involves the basic principles of communicative language teaching (Petrovitz, 1997). In grammar teaching, making the language as realistic as possible is important. The teacher should provide students suitable

situations and contexts that encourage them to ultimately use the rules in real life communication (Zhenhui 2005).

As a result, grammar should be taught and practiced in contexts which are natural and necessary to learning. It is decisive to consider appropriate approach like active learning which enables teachers should expect students to use information critically and analytically. As (Nardos 2000:87) has pointed out that, in active learning the learners have a marked degree of freedom and control over the organization of learning activities. Usually these activities involve problem solving, inquiry and investigational work etc. Similarly, Aggarwal (1996:96) has mentioned that the basic purpose of education is to enable the learners to adapt in a society, which is full of problems. In addition teachers should prepare materials to teach grammar in a communicative way. Grammar lessons should include games, role plays, and simulations, pair works, group works, information gap and problem solving activities to enhance students' communication (Haregewain1993 and Alamirew1992). These activities help learners to express their own feelings and interests. Communicative grammar teaching is essential for the learners of second language to communicate with others, to send and receive messages in spoken and written forms.

Cunningsworth (1984:32) and Harmer (1991:4) suggest that to introduce a new piece of grammar for a class, a teacher has to use various methods to teach forms, meanings, uses and functions of grammatical items. The teachers should teach different aspects of grammar items that help learners to communicate in the language. To accomplish this goal it is indispensable to use all possible options which can bring better results in language learning.

Based on these assumptions, this research aims on assessing the practice of Grammar teaching through active learning in grade 9th.

1.2. Statement of the problem

It is suggested by scholars that teaching grammar should be communicative through active learning. Communicative grammar teaching is based on the principles of the communicative approach to second or foreign language teaching. It focuses on language structures which should be taught in an integrated way with the four skills such as listening, speaking, reading and

writing. The teaching of grammar should not be at the sentence level only but it should also be presented at the discourse level (Dickins and Woods 1988 and Ellis 2002).

The objective of the development of communicative grammatical competence is to use a structure of a language in a variety of situations spontaneously. The communicative approach goes beyond the presentation and development of linguistic structures as the only means of developing communicative ability (Bygate and Tornkyn (1994:19).

Moreover, in grammar-based teaching, communicative practice means that people are communicating in real time about real things in a real place for a real purpose. Communicative grammar teaching creates awareness and understanding of the form, meaning and appropriate use of structures (Celce- Murcia 1997).

When we say we teach communicative grammar, we are valuing language use above that of form or meanings. Larsen-Freeman (2001) has a claim that every time language users use language, they change the meaning of the language. The integration of form and meaning is gaining importance in the communicative language teaching.

Contrary to this fact, using the language for communicative purposes is not satisfactory in most high schools. Learners' proficiency in the language in Ethiopian schools is much lower than the level required of them. I have noticed the problem during my five years of teaching English at the high school that I am currently working at Selam Democracy Lemat Le Ethiopia particularly in grade 9th. I have observed that most students face problems in effective use of the language in communication with their teachers, friends and others in writing and speaking. As a result, they do not have the required abilities to meet the academic demands in the school. In other words the students' language competency is not as it is anticipated to be and is reflected in all English language skills and sub skills specially in the English Language grammar.

According to the researcher's understanding, this may be because the practice of grammar teaching in the classroom is more of form focused. The teaching of grammar for communicative purposes is given less emphasis. Students are not encouraged to write and speak using the structure of the language in a communicative way and the approach used by teachers is talk and

chalk. Besides, teachers use traditional methods of teaching grammar rules, patterns and word arrangements and force the student to memorize the grammar rules.

The research intended to fill certain research gaps after conducting this study following the survey made in the area of the study and how English grammar is taught in the targeted school particularly and related issues. Therefore, the researcher was able to find several studies conducted by several researchers globally on teaching grammar and specifically on using the communicative approach to teach grammar. However, most of the literatures and research findings considered those whose first language is English. Moreover most of the studies conducted locally on this area either they didn't consider the current practice of teaching grammar using active learning or they just consider single approach from active learning such as group work, role play and some of them also considered teaching English in general or comparing two grammar teaching approaches etc. ... For instance, there are several studies which focus on how to teach grammar in language classes. For example, the study conducted by Hailom Banteyerga (1982) compared the effectiveness of communicative approach versus the structural approach in the teaching of "English conditional sentences to first year students of Addis Ababa University, Geremew (1994) conducted an experiment on the "effectiveness of teaching English as a foreign language through grammar consciousness raising activities to ninth grade students." , The study conducted by Alamirew (1992) to investigate the effectiveness of group work in Ethiopian high schools come up with the findings group work enables students to use all types of language functions which they may not have practiced in other language learning situations and Girma (2005) also indicates in group work students can be involved in interaction and communication among themselves more than in lock-step class. As a result, using group and pair work activities are very helpful for learners to apply the structure of the target language in appropriate situations. Therefore, the research wanted to fill the gap in terms of considering the students whom English is foreign language and considering the practice of teaching grammar specifically in the targeted school the case of grade 9th. The rationale of the study is that most Ethiopian English teachers prefer to lecture the students while teaching grammar tending it is a key for other skills of English language.

Accordingly, this study attempts to assess the practice of teaching grammar through active learning in Selam Democracy Lemat Le Ethiopia Secondary School focus on grade 9th.

1.3. Basic General Research Question

The following research questions are formulated to be considered during conducted the study.

- How do English Language Teachers teach grammar in EFL Class in Selam Democracy Limat Le Ethiopia Secondary School Grade Nine?
- To what extent is active learning practiced during grammar lessons?
- What are the obstacles that affect the implementation of active learning in grammar lessons?

1.4. Objectives of the study

1.4.1. General Objective of the Study

The general objective of the study is to assess the practice of teaching grammar through active learning in Selam Democracy Lemat Le Ethiopia secondary school in the grade 9th.

1.4.2. Specific objectives of the study

Based on the general objective of the study, this study also attempted to achieve the following specific objectives

- To assess the current practice of teaching grammar in the class room.
- To examine the extent of active learning implemented to teach grammar in the class.
- To investigate the obstacles of implementation of active learning during teaching grammar.

1.5. Significance of the Study

Conducting this study will be helpful in several ways for several stakeholders;

Beyond achieving the personal objective of the researcher which is providing the research as a requirement as partial fulfillment to earn MA degree in TEFL, It will provide information for different stakeholders in the teaching and learning process.

- A. Curriculum designers: the cooperative work of scholars has great contribution in setting the strength and weaknesses of implementing active learning to teach grammar lesson.
- B. For teachers: The paper will be put to the school library in order to read English teachers the given recommendations about the implementation of active learning to teach grammar lessons.
- C. The students: The net effect of active learning will be seen by the students' language skill development.
- D. To scholars: they may use my research and modify their view about different theories related to active learning. Finally, this study will be serving as a clue for the next coming researcher.

1.6. Scope of the Study

Despite the fact that there are several issues that can be considered regarding teaching and learning English language skills, the focus of this study was limited on assessing the practice of teaching grammar through active learning in Selam Democracy Lemat Le Ethiopia grade 9th Secondary School.

1.7. Limitation of the study

Any research has its own limitations and this study had some; therefore, the limitations were finding well organized documents that show how teachers teach the English language skills, Furthermore, few respondents did not give valid information with the expected commitment. Moreover, although the researcher wanted to use more data gathering tools such focus group discussion and document analysis, respondents were not voluntary to participate in the focus group discussion and let me review their documents for fear that they might be affected by COVID 19.

1.8. Organization of the study

This thesis is comprised with five chapters. Accordingly, Chapter one includes background of the study, statement of problem, objective of the study, scope of the study and significance of the study. Chapter two comprises of conceptual definitions, critical theoretical review whereby

various theories related to the study analyzed. In chapter three the researcher included research design and methodology, the research approach, sample size and data collection tools and sampling techniques were identified. The last two chapters are the research reports. Chapter four dealt with research findings, analysis and discussion of findings and chapter five deals with summary, conclusion and recommendation of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter focuses on reviewing various literature, and findings which are assumed to have relevant to the study. Besides, the chapter deals with the definition of active learning, philosophy of instructional approach, instructional methods, factors that affect the implementation of active learning the main challenges of active learning.

2.1. Conceptual Definition of Active Learning

Active learning means the strategy that teachers arrange the classroom students to take responsibility for their own learning. The growth of active-learning as stated by Nunan (1991:11) signifies a paradigmatic shift from the transmission model of teaching to a process oriented, participatory model, seeing learners as active agents in their learning and teachers as researchers of their work.” From the above argument supported by different scholars, it can be realized that active-learning is an essential element in education that have received a universal importance and it is a method of educating students that allow them to participate in class. It takes them beyond passive listeners and makes them to take some direction and initiative during the class. On the other hand, Agbatogun (2014:260)active learning can be linked to Confucius popular statement: “I hear and I forget, I see and I remember, I do, and I understand”. Similarly, Michel, carter and varela (2009),defined as active learning is broadly inclusive term ,used to describe several models of instruction that hold learners responsible for their learning. In other words, active learning allows students to take part in teaching learning process rather than being passive listeners. As its name indicates learning is occurred with the active participation of learners.

2.2. Techniques (methods) used to Apply Active Learning

Debating: In this activity, students are divided into two sides and debate based on a given topic

Discussion method: In this activity, students discuss a topic in a group.

Demonstration: demonstration is a teaching method used to teach both large and small groups. Demonstration becomes effective when verbalization accompanies them. For example in a half demonstration half lecture an explanation accompanies the action performed. It is a generally accepted learning theory that the greater the degree of active participation and sensory involvement by the learner the more effective will be (Newby, Stepich, Lehman & Russell 1996, p: 48)

A method demonstration is a teaching method used to communicate an idea with the aid of visuals such as flip charts, posters, power point, etc or a demonstration is the process of teaching someone how to make or do something in a step-by-step process. As you show how, you “tell” what you are doing. A demonstration always has a finished product. The key to a good demonstration is for the audience to be able to go home and do what you have taught them how to do (Joutsenvirta, 2006).

Question and answer: Questioning techniques are a heavily used, and thus widely researched, teaching strategy. Teachers typically spend anywhere from 35 to 50 percent of their instructional time asking questions.

According to Borich (1992, p: 23) teachers ask questions for a variety of purposes, including:

- To actively involve students in the lesson
- To increase motivation or interest
- To evaluate students’ preparation
- To check on completion of work
- To develop critical thinking skills
- To review previous lessons
- To nurture insights
- To assess achievement or mastery of goals and objectives
- To stimulate independent learning

Inquiring method (problem solving method) Problem solving is an instructional technique where teachers and learners attempt in a conscious, planned and purposeful effort to arrive at some solution (Aggarwal, 1996) .Learning; through problem solving focuses on activities that

are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners' life. According to Lue, (2000) sighted in Endegeta A. (2018, P: 13), problem based learning is derived from the conviction that the learner is an active and creative individual with the will and ability to seek knowledge and self-development. In working with a problem, students can formulate hypothesis, gather relevant data, and organize the data to arrive at a conclusion.

Project method: According to a Cooper, (1995), a project should be selected from real life situations and every project should be a social experience for the learners and a selected project also purposeful and therefore motivate learners. A project is a bit of real life that has been imparted in to school. Project method of teaching is one of the modern methods of teaching in which the students' point of view is given in designing the curricula and content of the studies. This method is based on the philosophy of pragmatism and learning by doing.

Field trip: A field trip is a visit to a place outside the regular classroom which is designed to achieve certain objectives, which cannot be achieved as well by using other means. It motivates students through increased interest and curiosity. Field trips can add variety to the regular classroom instructional program and they tend to be special and enjoyable learning experiences. As a result, students will develop positive attitudes in students toward related classroom activities and it also increases student-student and student-teacher social interaction and hence, develops social awareness (Lue, 2000).

Think-pair-share methods: The teacher decides upon the text to be read and develops the set of questions or prompts that target key content concepts. The teacher then describes the purpose of the strategy and provides guidelines for discussions. As with all strategy instruction, teachers should model the procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work .Lyman (1981, p: 45)

T: (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.

P: (Pair) Each student should be paired with another student or a small group.

S: (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

Cooperative learning: According to Richard, Felder, Brent (2007), cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

1. Positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
2. Individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
3. Face-to-face promote interaction. Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.
4. Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
5. Group processing. Team members set group goals, periodically assess what they are doing

Role play: Role- playing is a deliberate acting of a social role in a class room. During role-playing a small number of students present the content while others in the class observe. Students have the opportunity, to experience and analyze the specific situation being studied (Frazee, et al 1995:115).

Group work: It is one of the best ways of encouraging active learning by arranging the learners' work together in group. It can take many forms involving pairs of students working together, up to ten learners together or it can involve students who work individually and come together in groups to compare and discuss the results of their group. If necessary, random, gender, interest and ability groups can be formed (kyriacou, 1998:39).

Brain storming: in this activity, students discuss a topic and collect as many ideas as possible.

Peer- teaching: Peer to peer teaching has students take part a teaching role in a school setting in order to share their knowledge with other students (Lyman, 1981).

Other scholars like *Bowell and Gibson (1991)*, call the above techniques participatory activities in language classes, This includes class discussion, small group discussion, debate, posing question, think per share activities, short written exercises and poling the class as a whole Class discussion: it is best that this discussion be centered on an open ended (occasional controversial) topics.

- ✓ Group discussion: Are similar activities between individuals, group or team. eg debate.
- ✓ A think pair shares activity: is when learners think a minute to ponder the previous lesson, later to discuss with one more of their peers and finally to share it with the class as a part of formal discussion.
- ✓ Short written exercises: in this exercise students are asked to summarize the day's discussion in a short paper to be turned before the class.
- ✓ Collaborative and cooperative learning: is the most common form of active learning, involving group work of same kind of activities. Collaborative learning is a method that the students work together for a common outcomes and are assessed as a group. Whereas in cooperative learning group work activities are given together, but students are assessed individually.
- ✓ Role lay: a typical role play exercise would participate students taking on the role of a character in particular situations or encouraging them to solve problems using approaches and skills relevant to that situation.

In addition to these *Condones (1999)* added that active learning can be facilitated by dialogue, games, dramas, and role play.

2.3. Pedagogical Advantages of Active Learning Approaches

By reviewing other research findings, *Michel, Cater and Varela (2009: 401)* mention that active learning has a number of benefits for students, which include raising motivation, engaging in tasks and activities, engaging in higher order thinking skills such as synthesis, and evaluation, and avoiding passive listening. Similarly, to check the effectiveness of various active learning

approaches, (Ibid) conducted a study on undergraduate students who were taking business area courses in Hong Kong university, and found out that active learning increased students' skill to apply the knowledge they got, improved the students' independent learning skill, increased learners' interest for the curriculum, and prepared them for their future career. It is known that active learning is effective in increasing students' retention, encouraging higher order thinking skills, presenting students with different learning styles and strategies, and thereby increasing students' motivation for learning.

Moreover, when students are presented with authentic instructional tasks, they become active and highly engaged in the instructional process Silberman (1996).. In contrast to active learning, many studies have indicated that lecture method has its own drawbacks on the students and their learning. For example, Michel, Cater, and Varela (2009: 401) mention failure to retain much information after the session and lack of attention of many students during the class as common problems or weaknesses. These problems have motivated educators to seek alternative ways of teaching and learning approaches. In teaching a chemistry course for technology students at North Carolina State University, (Jones.L.(1993) reported that they used a student-centered approach in their teaching. In doing so, the professors, with their colleagues, used a variety of active learning approaches in their course delivery. These include mainly cooperative learning and problem-based learning in addition to other techniques they use daily to run the teaching and learning process. Here, before they start teaching the course, all the inputs were carefully considered and organized to maximize students' learning and adapt the new ways of teaching and learning. These include distribution of well-prepared hand-out, discussion with the students, grouping students for learning, and motivating students to work hard.

Generally, after completing the course and taking the assessment, it was reported that the students did a lot better than they would do when they are taught in a traditional way (Ibid). Furthermore, these researchers point out that the positive effects would be obtained when resources are provided sufficiently, time is effectively used for the activities, students have access to information from the internet and other sources, all students are supported and motivated to participate in teaching and learning process (Bello & Brown, 2005: 167-168). In another study summarizing other findings reported that collaborative learning was very important in helping students improve their grades, to avoid surface learning, to retain

information longer, to get communication and team work skills, and to get awareness about work related environments in their future career.

Silberman (1996) (1993) notice the role of active learning in solving the loss of attention and in responding to different style of learning. According to them the importance of active learning depends on the assumption:

- 1) Learning is by nature an active endeavor, and
- 2) Different people learn in different ways

On the basis of the assumption they extended their argument that first, students learn best when applying a subject matter, which means learning by doing and second, the teacher who use exclusively any instructional approach often fail to help significant number of students. So at the end there is dissatisfaction with both teachers and students.

In addition as Silberman (1996) states active learning clearly addresses the different learning style of students which many educators have realized .As we know the principle of learning reveals that some are students who learn by information. They prefer to write down what the teacher fills them and they are quite in the classroom and seldom distracted by noise. If we see the auditory learners, they do not bother to look at what a teacher does or to take note. They rely on their ability to hear and remember. Whereas, anesthetic learners learn mainly by direct involvement in activities of subject matters. Only few students are exclusively one style of learning rather they share more than one. Thus different active learning methods create the best match for students with different learning styles.

According to Bonewell (2003) active learning is vital in the classroom because of its powerful impact up on students learning. Farther more several studies have shown that students prefer strategies that can increase participation. Different researchers show that there will be improvement on students facilitate interaction, academic achievement, communication skill team work attitude towards the subject and motivation to learn. Regarding to this, it was stated learners focused method and activities are useful to promote learning .For instance:

- Students remember more the lesson that they participate themselves.
- We are more enthusiastic when we are active.
- Active learning is particularly important for the young learners.
- The young learners learn best when they connect what is being learnt with their own life.
- Activities help to make meaningful connection.
- Learning how to learn or think is more important than memorization of facts.
- Active learning leads to language knowledge

The above information are summarized by Chet, et, al (1993:81), real learning is not memorization. Learning cannot be swallowed whole to retain what has been taught .Learning comes from the exposure of too different kinds of situations through the sense. When learning is active, the learners seek something to answer questions information to solve a problem or way to do a job. What a student discusses with other enables him or her to understand and master the learning.

2.4. Organizing Instructions for Active Learning

Students learning by making sense-hat is-by exploring and enquiring and teachers should encourage students to enquire, Question, seek and examine information. In addition to this, teachers should guide students to reflect on what they have learned, examine its implication, apply it in some useful way, and modify their old ways of thinking about the topic .Corresponding to the activities of active learning there are three phases (Anderson, 1994, P: 45)

1. The anticipation phase: in this phase we may include:

Call up the knowledge students already have → asses what they already know including misconceptions → set purpose for learning → focus attention to the topic → provide a context for new ideas.

2. The Building knowledge phase: In this phase as a teacher we may compare expectations with what is being learned, identify the main points, monitor personal thinking, make inference about the material, make personal connection to the lesson, question the lesson and etc.

3. The consolidation phase: At this phase a teacher can provide opportunities to students to summarize, the main ideas of the lesson, make personal reports, interpret the ideas, share opinion, assess learning, test out the ideas, ask additional questions etc.

2.5. Instructional Method

There can be no teaching learning process without the systematic selection and application of methods and techniques in the overall strategy of implementing curriculum. The major purpose of instruction is to lead the student nearer to independence and the ability to learn for him or herself. To this effect this effect teachers use different method to achieve the desired effect. Thus when a method is choose for the wrong purpose without adequate organization and preparation it may waste time and lead to failure (Borchi ,1992, P: 23)

According to Smith (1980) while deciding what teaching method to use a teacher will need to consider students background, knowledge, environment and learning goals. Therefore since they are all tools for educating learners they require appropriate selection and selection and application.

Borchi (1992, P: 31) supplemented that the classification o methods as (a direct, teacher centered, traditional, formal, exposing deductive, active informal etc.) would be made on the basis of the following categories.

1. Source of the knowledge i.e. who is the center of the knowledge?
2. Role of the teacher i.e. is the teacher a stage setter or information provider?
3. Role of the students i.e. are the students active listener or active doer?

2.5.1. Teacher Centered Method

In Teacher centered method, the role of the student is acquire knowledge transmitted by the teacher and to become consciously aware of the rules underling it Silber man (1996, P: 37).

In traditional classroom the teacher designs different materials to be thought and makes all decision concerning how the lesson is to be organized and thought. The teacher is also responsible to make decisions regarding the sequencing structuring and placing of the text book.

The learning process depends up on the talking of the teacher where the students become passive listeners. Being dominated by teacher centered, the teacher-center approach creates many problems to learners (Ibid). For instance Silber man (1996, P: 37) confirmed that during lecturing students' attention decreases with each passing minuets. As lecturing appeals only to auditory learners, it tends to promote lower level of learning of factual information. They learn what is told by the teacher usually without curiosity without questioning, less interest with inquiry. The teacher has been thought to hold most of the knowledge necessary for the students to be successful. In this model the teacher uses the lecture method chalk and talk or other method of teaching in which he or she is active and students passively choppy in their exercise or the students memorize the information from their text books. When the teacher asks questions the students are usually expected to recall or repeat information from the lecture or from the lectures.

2.5.2. Student centered (active- learning)

For learning to be active, students must do more than listen, they must “read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher order thinking tasks as analysis, synthesis, and evaluation.” Students must be doing things, and then thinking about why they are doing them. These kinds of activities can include case study, “cooperative learning, debates, drama, role playing and simulation, and peer teaching (Bonwell & Eison, 1991). Active learning approach according to Silber man (1996, P: 41) is a collection of instructional strategies that make students do most of their activities using their own brain, study idea, solve problems and apply what they have learnt. In addition it promotes nitration and working collaborate which intern promotes language learning. Language learning is most effective when the learner is the instructor of the learning process. Everybody thinks of active learning in terms students being intellectually active. By intellectually active means teachers do not simply expect students to memorize and repeat facts. However teacher should expect students to use information critically and analytically. From the above arguments forwarded by scholars it is clear that active learning is an essential element in education as it takes the students beyond passive listener and makes them to take some directions and initiatives during language learning.

As opposed to teacher centered method, the student centered method gives a chance to students to interact to debate and ask questions, and to expand their knowledge through active participation. The underlying assumption here is that learning becomes meaning full when learners use it with their lives.

We center our planning and teaching and our assessment on the needs and abilities of our students Aoroson (1995). The main idea behind the practice is that learning is more meaningful when topics are relevant to the students, life needs and interests and students themselves are actively engaged in the teaching learning process.

In active learning method, students are not simply considered as imitators of their teacher rather they are creative.

Thus, in active learning students are not expected to just memorize, but they allowed working with and using the information alone or with peers. Students are included in the decision making of the teaching learning process by deciding what and what they will learn and encourage them to take responsibility of their own learning. In active learning method the learner has responsibility to his or her learning in learning is mandatory and teacher acted as a facilitator than as a controller. In this means if conduct active learning we do not consider ourselves as a source of knowledge rather we should act as a facilitator of the learning. In active learning students are not passive recipients of knowledge rather they are active learners. They not only receive information from the lectures and books, they also discuss, compare and analyze, criticize, draw conclusion and communicate with each other.

2.6. Factors that Affect the Implementation of Active Learning

2.6.1. Teacher Related Problems

Fraze et al. (1995:80) state that the training of teachers is a crucial factor among others that affect the implementation of active learning, because the teacher is the final decision maker in regard to the actual learning opportunities provided to the students. The best designed curriculums as well as the poorest owe ultimate success or failure to the quality of the teachers' planning and implementation. In other words, according to Fraze et.al, if teachers lack

knowledge of the teaching (active learning) method which requires new roles and commitment, implementation will be seriously hinder. Hence, provision of teacher training is essential to acquaint teacher trainers with new teaching learning methodologies, which are learner-oriented (active learning). If the expectation that learners should be the agents of change is taken seriously; the capacities this work requires of them should be considered carefully, current practice; pre- service and in- service teacher education should be examined critically, and ways to enhance teachers' learning across their careers should be explored more Mukalel, et al, (1999:301).

The success of educational process depends to a greater extent on the character and ability of teachers. Teaching in modern school must be vastly enabled to produce better educated person than was formerly found. Teaching demands the ability to adapt boldly, invent, and create procedures and to meet the ever changing demands of learning situation. Teachers must know much more subject matter, method of teaching the learner and his growth, the settings for and environment of learning, about the interaction between learner and environment. Therefore, the modern professional teacher must possess a system of principles and habits of thinking which guide the operational process. Scholars have suggested that, if education is to be successful, next to curriculum, teacher training is of special significance, which needs considerations so as to maximize the development and changes in education Gerhard (1982:21) sighted in Biniyam A. (2014:18].

2.7.2. Student Related Problems

Even though the current Education and Training Policy clearly proposes the English language as a medium of instruction for secondary and tertiary levels as compulsory, English as a medium of instruction is used from junior class (FDRE MoE, 2009). For instance, in Addis Ababa city Administration, it begins from grade seven which affects the exposure of the students to the targeted language. It is common practice to find a lot of students who belong to various linguistic backgrounds in the same classroom. So English is preferred to address the linguistic diversity of the students.

2.7.3. Environmental and Text Book Related Problems

2.7.3.1 .The class Size: It refers to the number of pupils regularly scheduled to meet the administrative and instructional units, known as class or section, usually under the direct guidance of a single teacher. Class size concerns educators for various reasons because learning can occur positively when lessons are under appropriate conditions both for the student and teachers. According to Tirusew (1998) since teaching learning process depends almost entirely on communication between teachers and students, the number of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the larger the size of the students' numbers in a class the more difficult communication between the teacher and students. This leads to the more effectiveness of teaching will be hindered, and lower quality of education will be happened. It tells us the classroom size has its own impact in facilitating or hindering activities of teaching and learning.

2.7.3.2. Classroom Facilities

There are numerous ways to think about classroom. One way is to think about them as ecological system in which a set of inhabitant's teachers and students interact with a specific environment Suitable classroom for the purpose of completing value activities and tasks Arendes, (1997:17) A learning environment promotes independent and self-regulated learning. Stimulating bulletin boards, displays, and serves as motivates for independent inquiry. The physical environment should also communicate clearly to students the importance of teacher attach to self-regulated learning. Effective teachers accomplish to this end by displaying the results of the students' work and by encouraging students to the results of the students' work and by encouraging students to displaying their own work when they think they have done good job Ibid, (268). There for, creating conducive environment for the learners play great role for the learners' creativity.

2.7.3.3. Text Book

Textbooks play a prominent role in the teaching and learning process as they are the primary agents of conveying knowledge to learners. Besides, one of the basic functions of textbooks is to make the existed knowledge available and apparent to the learners in a selected, easy and organized way. Hutchinson and Torres (1994) argue that any textbook has a very important and

positive part to play in teaching and learning of English. They state that textbooks provide the necessary input into classroom lessons through different activities, readings and explanations. Thus, textbooks will always survive on the grounds that they meet certain needs. Richards (2001) states any learning program may have no impact if it does not have textbooks as they provide structure and a syllabus. However, the originally printed text books are not affordable for all students who are large in number. Consequently photo copied text books used in the classroom to reduce the scarcity which is not motivating the students to learn actively and interestingly.

2.8. English Language Grammar Teaching in Ethiopia

English language in Ethiopia is poorly applied by Ethiopian students and majority of the societies. This is confirmed by the following Ethiopian researchers. For instance, Baye Yimam (2000E.C), a famous Professor in Linguistics at Addis Ababa University, stated that “employers frequently complained that graduate students at all levels lack the skills to prepare ordinary reports and are unable to formulate their thoughts and express them using correct sentences” Cited in (Kahsay, 2016, p. 229). Similarly, Tesfaye Abebe (1991) and Mesfin Aberra (2004) confirmed that secondary school students cannot even write a single grammatically correct sentence. The main reason behind this deficiency could be due to the status of English in the country; it is categorized as a foreign language. Students do not have an adequate amount of English exposures out of the classrooms. Neither English speaking communities nor working places are sufficiently available out of the classrooms except embassies and few international institutions where the students do not have day-to-day access to those places. No doubt the opportunities that students have to really work on their English outside of school hours could have a lot to do with the mastering of the language. However, this is the missed chance in Ethiopia. Hence, in Ethiopia, the EFL classroom environment is very much different from a natural ESL context (Teka, 2009).

2.9. The main challenges of active learning

There are many problems surrounded the education system in Ethiopia. Major problems in the curriculum framework are lack of teaching time, lack of appropriate teacher training for teachers, lack of sufficient learning environment, lack of professional teachers especially women teachers

and lack of necessary facilities and materials Ministry of Education, (2003). According to Bonwell, (1991), other possible challenges may be:

- Lack of awareness about active learning
- Lack of uniformity among teachers to implement it
- Tendency of teachers to stick to the traditional methods of teaching
- Unwillingness of students to get engaged in active learning
- Poor communication skills of students
- Unsatisfactory academic background of students
- Lack of conducive atmosphere to implement active learning
- Large class size
- Lack of English language proficiency etc...

The above mentioned challenges are the major obstacles not to implement active learning approaches; specially using active-learning or student-centered pedagogies is more challenging when one is working in classrooms with large numbers of pupils, with poor facilities and limited instructional resources.

2.10. Empirical Studies on the Teaching of Grammar

In the countries like Ethiopia where English is not spoken outside the classroom and just taught and learned in school as a foreign language teachers are supposed to create situations and provide communicative activities, and embrace variety of techniques and strategies in the textbooks to teach grammar .

There are several studies which focus on how to teach grammar in language classes. For example, the study conducted by Hailom Banteyerga (1982) compared the effectiveness of communicative approach vs the structural approach in the teaching of “English conditional sentences to first year students of Addis Ababa University.” The findings have indicated the results of communicative approach were better than the structural approach. Similarly, the study made by Worede Yishak (1986) was compared the effectiveness of the structural approach and the form-function approach to the teaching of “English modal auxiliaries” to freshmen students

in Addis Ababa university. The findings of the study revealed that the form-function approach showed better results than the structural approach.

Moreover, Geremew (1994) conducted an experiment on the “effectiveness of teaching English as a foreign language through grammar consciousness raising activities to ninth grade students.” The findings revealed that consciousness-raising activities were more effective in the teaching of grammar.

The study conducted by Alamirew (1992) to investigate the effectiveness of group work in Ethiopian high schools come up with the findings group work enables students to use all types of language functions which they may not have practiced in other language learning situations. Girma (2005) also indicates in group work students can be involved in interaction and communication among themselves more than in lock-step class. As a result, using group and pair work activities are very helpful for learners to apply the structure of the target language in appropriate situations.

Haregewain (1992) also suggests that using different kinds of strategies help learners to learn to communicate through interaction in the target language. She writes that role play is useful in the language class in enhancing learners’ communicative proficiency. She argues that it creates authentic situation for language learning and provides opportunities for learners to focus not only on the language but also on the learning management process. She has concluded that role play motivates learners to contribute their own personal experiences for classroom learning. As a result, it believed that to use communicative activities, strategies and techniques help learners to learn the language more successfully. These can make language learning more student-centered and interactive.

CHAPTER THREE

3. RESEARCH METHODOLOGY

This section of the research describes the methodology that the writer employed during the research work. This includes the research design, population, sample size and sampling technique, data collection instruments, and methods of data analysis.

3.1. Research Design

Descriptive survey design was employed in undertaking the study. Descriptive survey is preferred over other design as it enables to make investigations with predictions, narration of events, and drawing of conclusions based on the information obtained from relatively large and representative samples of the target population (Kothari, 2005). Moreover, he described that a survey research is important to collect a detailed descriptions of existing phenomena with the intent of employing the data to justify current conditions and practice or to make more intelligent plans for improving social, economic, or educational conditions and process.

3.2. The Research Approach

The method employed in this research involved both quantitative and qualitative research approach. Since the research was survey, it emphasized more on quantitative research approach. Using multiple approaches can capitalize on the strengths of each approach and other different weakness provides a better understanding of the research problems than either approach alone. It could also provide more comprehensive answers to research questions going beyond the limitations of a single approach. It also practical in the sense that the researcher is free to use all methods possible to address are search problem (Cresswell,2003).

Furthermore, triangulation strategy was employed to confirm, cross-validate or corroborate findings with in a study.

3.3. Site of the Research

For this particular study, one government high school was selected. Due to time and resource constraints, the researcher limited her research site only to Selam Democracy Lemat Le Ethiopia grade 9th Secondary School. The major reason for selecting this secondary school was that the researcher noticed in the preliminary in built supervision carried out during the actual teaching learning process and was able to see how English Language teachers teach grammar. Furthermore, the researcher has been working in government schools for more than five years and she observed almost all teachers use the same way of teaching grammar especially at government schools. For this reason, the researcher selected one government school to study grade nine English Language Teachers practices of teaching the grammar.

3.4. Data Sources and Types of Data

3.4.1. Sources of Data

There were two sources of data for conducting the research: these were primary and secondary source of data. Primary data are those which were firsthand and thus happen to be original in character. The secondary data was gathered form documents.

3.4.1.1. Primary Source of Data

Primary data was collected from teachers and students through observation, questionnaire and interview. The study applied a well-designed Five point Likert scale / Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree/ and extent measures such as High, Medium and Medium/ were used for observation and questionnaire to gather primary information.

3.4.1.2 Secondary source of Data

Secondary data that describe the nature and characteristics teaching gramar was gathered from books, journals, articles, published and unpublished materials. Internet was also used as a main source of data.

3.5. Population and Sampling Technique

Population in a research context refers to all items to be included in any field of inquiry (Kothari, 2007). The sampling techniques used in this study were both Probability and Non probability sampling techniques.

In the targeted school there are 9 grade 9th sections and there are 3 teachers assigned to teach in these sections and all these 3 teachers involved in this study as sample size. The sample population was selected non-probability sampling which is selecting participants because they are often readily and easily available.

In addition among the nine sections, the researcher chose only 3 of them intending having a section from where each teacher teaches for the purpose of the study using the Quota sampling which is a non-random sampling technique in which participants are chosen on the basis of predetermined characteristics so that the total sample will have the same distribution of characteristics as the wider population Moreover, the population which students were taken as sample size from was 780 students and Random sampling techniques was employed to select the sample size.

The sample for this study were expected to constitute from grade 9th students and teachers where there were 257 students in the class, and 3 teachers that constituted 260 total sample sizes.

For the adequate representativeness of the sample for the study has taken samples from the total population (720) of the formula as cited on IJERE by Endalsasa Belay (2018) ($n = \frac{N}{1 + N(e^2)}$) (Yemen 1967)). This helps me to determine the sample size that was supposed to provide the adequate and reliable data necessary for the study.

Thus;

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

Where; N= total population (720), n= sample size, and e = marginal error =10%

$$n = \frac{720}{1 + 720(0.05)^2},$$

$$n = \frac{720}{1+1.8}$$

Based on the above formula; $n = 257$.

Therefore, the sample size of this study was 257 and degree of marginal error is 0.05 i.e. the lower number of responses to maintain 90% confidence interval. Hence, 257 respondents were asked for the structure questionnaires.

3.6. Sampling Technique

The careful design of the sample size and the right selection of sampling techniques are important to ensure the representativeness of the sample that can be dependable to generalize the information obtained from the sample to the whole population of the study (Kothari 2004). Simple random sampling refers to a method of selection whereby each member of the population has an equal chance of being selected (Cohen et al 2007). The sampling technique the study employed was the probability sampling methods called simple random sampling.

Simple random sampling was employed in selecting from the stated targeted grade level and sections were selected using Random sampling technique. The reason of using random sampling was they were many and unmanageable; also to ensure that all the students were included without any bias and subjectivity.

3.6.1. Simple Random Sampling

Simple random sampling was employed in selecting the Students respondents from the nine section that constituted 257 The reason of using simple randomly sampling is to avoid subjectivity and bias, also to ensure that all the characteristics of the entire population are met.

3.7. Data Collection Methods

Primary data were collected from the respondents using several tools that were Questionnaire, interview and observation. Structured interview was used to gather information based on the research objectives. Questionnaire method was employed due to the nature of work of some of

the respondents, which do not give them time for the interview and to make the process of data gathering triangular.

3.8 Data Collection Tools

3.8.1 Questionnaire

Questionnaire was administered to all the selected students to gather data about teaching grammar through active learning because it provided a chance to objectively give their own opinion and it enabled data to be collected over a large area. The questionnaire also enabled the respondent fill them in at their convenience time in order to reduce bias. The questionnaire had closed ended questions and initially it was prepared in Amharic for the students.

3.8.2. Interview

This study used face to face interview, which provided a about grade nine TEFL teachers' grammar teaching experience and personal contact with interviewees. Interviews also provided high capability for facial validation which may be instrumental in gaining insight into the reason for certain responses from participants. The face to face interview was conducted with 3 teachers with purposive sampling technique.

3.8.3. Observation

The aim is to draw pertinent data from classrooms and outdoors play areas that supplement the questionnaire. Accordingly, in the classrooms the use of teaching methods, materials, assessment procedures and interactions were observed. For this purpose, classroom observation was conducted randomly selected for one period. In addition, organization of classrooms and activity centers, supply materials and equipment, and their arrangements were the main focus of the observation in all classrooms of each section.

3.9 Technique of Data Analysis

After `collecting the necessary data, the data was organized according to their homogeneity; tabulated and analyzed to answer the basic research questions in meaningful way using simple

frequency count and comparing responses across the participants. The data collected was in form of discrete quantitative variables. It was thoroughly checked for completeness and comprehensiveness. The data was analyzed manually. Data was analyzed through calculation of percentages. Descriptive statistics, frequencies and cross tabulation, was applied to establish patterns, trends and relationships and to make it easier for the interpretation of implications of the study. Presentation of data was made in the form of tables. This was done so as to know the response rate and test data for normality.

3.9.1 Qualitative Data Analysis

Data gathered through qualitative data tools were analyzed through discussion under major thematic areas, after the necessary pre-analysis task such as recording transcribing and coding were made. As stated under the sub topic of ‘research design’ this research is descriptive type. Accordingly, for realization and successful accomplishment of the study, the researcher undertook data analysis technique after the completion of collecting raw data. She analyzed the quantitative and qualitative data collected through questionnaire, interview and observation from the respondents.

3.9.2. Quantitative Data Analysis

The quantitative data will be analyzed by using descriptive statistics based on the research questions, the variables are analyzed and interpreted by using descriptive statistics using frequencies of respondents’ perception and level of agreement or disagreement with the given statement under each question. The researcher looked at the percentages, which helps to describe the pattern of response to each variable.

3.10 Reliability and Validity

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, the instruments redeveloped under close guidance of the advisors and, also a pilot study was carried out in five micro and small enterprises to pre-test the instrument. The pre-test was providing an advance opportunity for the investigation or to check the

questionnaires and to minimize errors due to improper design elements, such as question, wording or sequence (Adams et al., 2007). After the dispatched questionnaires were returned, the necessary modification on 2 items and complete removal and replacement of 2 unclear questions were done.

3.11. Ethical Consideration

Research ethics refers to the type of agreement that the researcher deals with his or her research participants. Ethical considerations play a role in all research studies, and all researchers must be aware of and attend to the ethical considerations related to their studies. Therefore, primarily Voluntary participation of respondents was encouraged. Responding to interviews and filling of questionnaires required significant time and energy and its participation could disrupt the respondent's regular activity. For this reason, the researcher explained the objectives and significance of the study to the respondents and allowed them to exercise their right to voluntary participation. They were assured that the information they provided would be kept confidential. To ensure this, the researcher removed information that requires identification of names of respondents. Furthermore, the first page of the questionnaire displayed an opening introductory letter that requesting the respondent's cooperation to provide the required information for the study.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

4.1 Presentation and Analysis Of Data Obtained Through Observation

The analysis and presentation of the data collected through classroom observation is presented below. To fulfill the purpose of the observation the researcher purposively observed 3 grade nine English language teachers. The data based on the requirement of the classroom checklist (see appendix C) were collected. They are presented in separate tables. The observation which was conducted by the researcher and her co-observers and the result of the observed classes were included and presented in the following tables.

Table 4.1 The extent of applying different active learning techniques as observed in EFL grammar classes

No	Items	High 100% (5-6 times)		Moderate 50% (3-4 times)		Low Below 50% (2-1 times)	
		F	%	F		%	
1	Lecture method	4	66.7			-	-
2	Problem solving method	-	-	-	-	-	-
3	Role-playing	-	-		-	2	33.3
4	Discussion and Group work	4	66.7	-	-	-	-
5	Brain storming	-	-	-	-	2	33.3
6	Peer Teaching	-	-	-	-	2	33.3
7	Cooperative learning	0	0	0	0	0	0
8	Field trip	0	0	0	0	0	0
9	Question and Answer	-	-	-	-	2	33.3
10	Demonstration	-	-	-	-	1	16.7
11	Debating	-	-	-	-	1	16.7

Key ✓ observed

X not observed

L1 lesson 1

L2 lesson 2

The above table 4.1 shows the number of actual observation performed in each section and in to grammar teaching lesson to see which teaching approaches were used repeatedly. Accordingly lecture method and Discussion and Group work were applied section A Lesson 1, section E lesson 2 and in both lessons in Section H. On the other hand problem solving method, Cooperative learning, Field trip were among the teaching approach that were not implemented during the observation in there of the sections observed. Furthermore, while Role-playing, Brain storming and Question and Answer were used twice in section E and H in lesson 1 and 2. Finally Demonstration and debating were the approaches used only once in section E lesson 2 and section H lesson 1 respectively. As it is indicated in the above table lecture method approaches and discussion and grope work used in all sections.

Table 4.2: The extent of applying different active learning techniques in EFL grammar lessons in terms of Frequency and Percentage

The observation was conducted six times in all classes and was analyzed based on the frequency of the occurrence of the active learning techniques.

Items	Always		Frequently		Some times		Rarely		Not at all		T. No. of students	
	F	%	F	%	F	%	F	%	F	%	T	%
1	10	3.9	5	1.9	120	47	75	29.4	47	18.28	257	100
2	16	6.2	12	4.6	37	14.5	49	19.2	143	56.1	257	100
3	9	3.5	11	4.2	103	40.3	69	27.1	65	25.4	257	100
4	11	4.3	23	9.1	99	38.8	70	27.4	54	21	257	100
5	17	6.6	13	5.1	73	28.4	83	32.5	71	27.8	257	100
6	13	5	61	23.9	12	4.7	74	28.8	97	38	257	100
7	13	5	12	4.7	30	11.7	47	18.2	155	60.7	257	100
8	7	2.7	21	8.2	38	14.9	55	21.4	136	53.3	257	100
9	26	10.1	23	9	32	12.5	89	34.6	87	34.1	257	100
10	20	7.8	37	14.5	23	9	90	35.2	85	33.3	257	100
11	3	1.1	2	0.7	10	3.9	145	56.4	97	38.3	257	100
12	9	3.5	11	4.3	47	18.4	60	23.5	130	50.6	257	100

The researcher observed each section 6 times whether EFL grammar learning practiced or not in actual classroom situation by motivating students participation however the classroom observation indicated in table 4.2 that majority of active learning approaches expected to be practiced by the teachers were not observed for instance, 66.7% of English teachers used lecture method. Similarly, problem solving, cooperative learning and field trips were some of the active instructional methods which are useful in the implementation of active learning approach but didn't applied during grammar lesson presentation by the observed teachers. Furthermore, most techniques were given less attention in presenting grammar lessons in the observed classrooms. For instance, role-playing (33.3%), brain storming (33.3%), peer-teaching (33.3%), question and answer (33.3%), debating (16.7%) and demonstration (16.7%) were implemented respectively. this implies that most of the active learning techniques were implemented to the low extent while lecture method was used to the high extent. According to Plass, H. (1998), to be effective, in the teaching-learning process, teachers should use different active learning methods. Because current thinking and practice in education highly advocates the need to actively involve the learner in their learning. Even though different scholars recommend the implementation of active learning strategies, the data shows active learning was not adequately implemented in the classroom.

4.2. Practices of Active-Learning in EFL grammar teaching

Table 4.3: Frequency and percentage of students' participation

Items	Always		Frequently		Some times		Rarely		Not at all		Total No. of students	
	F	%	F	%	F	%	F	%	F	%	T	%
1	10	3.9	5	1.9	120	47	75	29.4	47	18.28	257	100
2	16	6.2	12	4.6	37	14.5	49	19.2	143	56.1	257	100
3	9	3.5	11	4.2	103	40.3	69	27.1	65	25.4	257	100
4	11	4.3	23	9.1	99	38.8	70	27.4	54	21	257	100
5	17	6.6	13	5.1	73	28.4	83	32.5	71	27.8	257	100
6	13	5	61	23.9	12	4.7	74	28.8	97	38	257	100
7	13	5	12	4.7	30	11.7	47	18.2	155	60.7	257	100
8	7	2.7	21	8.2	38	14.9	55	21.4	136	53.3	257	100
9	26	10.1	23	9	32	12.5	89	34.6	87	34.1	257	100
10	20	7.8	37	14.5	23	9	90	35.2	85	33.3	257	100
11	3	1.1	2	0.7	10	3.9	145	56.4	97	38.3	257	100
12	9	3.5	11	4.3	47	18.4	60	23.5	130	50.6	257	100

The pedagogical shift from, teacher- centered approach, to student centered or active learning requires a fundamental change in the role of the educator. The common element in the active learning approach, teachers are removed from their role of standing at the front of a classroom and presenting the lesson. The students are engaged themselves to the learning process each other.(Chet, et al 1993).

Items in table 4.3 investigate how often students are involved themselves in the teaching learning process of active learning practice in grammar lesson.

The first item in the list is “Problem solving method”. The students were asked how often they use these strategies in their class .For this question, 3.9 % them always use it, (1.9%) frequently,

(47%) sometimes, (29.4%) rarely and (17.6%) not at all. This shows that 'Problem solving method' was sometimes employed in the classroom.

As far as 'role play is concerned in Item 2, 56.1% of the respondents witnessed that they never participated and (19.2%) of them, rarely participated and (14.5%) of them sometimes participated in role play. The rest 3.9% frequently and 6.2% are always participated. Role-playing is a deliberate action of a social role in a class room. During role-playing a small number of students present the content while others in the class observe. Students have the opportunity, to experience and analyze the specific situation being studied Frazee, et.al (1995:115).

As it is indicated in the frequency table above, 40.3% of the respondents for Item 3, sometimes they used discussion method of teaching. Following them, 27.1%) of the respondents rarely used discussion to apply active learning. On the third place, 25% of them are not at all implemented discussion in the class. Contrary to this, the general mean value of these responses (2.45) lies between sometimes and rarely. That means teachers did not give an opportunity for the students to discuss in groups.

As to item 4 the table above shows that students' participated in "Brain storming" (4.3%) of them said they participated always, (9%) frequently, and (38.8%) sometimes. On the other hand, 27.45% rarely and 20.3% of them are never participated on brain storming activities. This indicated that brain storming activities didn't implement by the students during they learn grammar.

Item 5 concerning about peer teaching. Among 257 respondents only 17(6.6%) and 13 (5.1%) of the respondents approved that they applied peer teaching always and frequently, respectively. Majority of the respondents' answer lies between sometimes and rarely as we have seen from the table. Similarly, for item 6, students rarely (32.5%) learnt cooperatively and 27.8% lies on sometimes and rarely. This indicated that teachers did not implement cooperative learning and peer teaching strategies in the class. However, Scholars are proved that it is a successful teaching strategies in which small teams learn each other with different levels of students' learning ability. Each member of a team is responsible not only for learning what is taught but also for helping colleagues' understanding, thus creating an atmosphere of achievement (Frazee, et. al 1995:115).

When we see the frequency that students participation in field trip in item 7, majorities of the respondents (17.6%) and (60.7%) assured that they used it rarely and never, respectively.

This indicated that majority of teachers have never used this technique to teach their students outside the classroom. In addition to the students response, the researcher nothing observed when they use this technique.

Item 8 asks whether teachers use “Question and Answer “technique. The students’ response confirmed that most of the time teachers did not use question and answer. That is, 53.33% of them replied that never they did question and answer in their class. Furthermore, 20.7% of the respondents also rarely applied it.

The responses of items 9, 10, 11, and 12 lay between rarely and not at all i.e.34.1%, 35.3%, and 56.1% and 50.1%, respectively. These show that English language teachers never gave chance to the learners to involve in different activities. This was confirmed during classroom observation.

4.3 Presentation and Analysis of Data Obtained from Teachers’ Interview

The analysis of data gathered through interview has also shown consistent results with findings of questionnaire and observation. It is also signified that teachers employ active learning occasionally. The researcher only interviewed 3 out of the 6 English language teachers.

Accordingly, teacher had been asked the same question regarding their practice of teaching grammar. The first asked was what teaching method they use while teaching grammar and they gave several responses.

Teacher A- *the teacher mentioned that mostly he took much time to lecture the lessons for several reasons. The first reason he stated was the content of the size and content of the textbook. As he stated the text book is large and bulky with so many contents that require much time to be completed within a year and that makes it difficult to apply active learning such as students centered approaches. On the other hand the students’ background / low language competency resulted from poor language exposure/ don’t allow the teacher to implement active learning.*

Teacher B-Although he uses active learning to teach language skills such as speaking and reading, he doesn't use active learning to teach grammar. He felt that as it is basic aspect of the language, he preferred to lecture them by himself.

Teacher C- As she mentioned she uses active learning when the situation allows her to do. She stated that if she finds the topic easier to be taught using active learning she uses unless, she refers to teach herself. This implies that active learning is not fully implemented active learning for several reasons in which that makes possible to say that the trend of active learning is poor.

Second question, "Is it possible to apply active learning in your class during teaching grammar lesson?"

Teacher A: "yes, it is possible to apply active learning." Researcher: How? "When I apply active learning, first, I have arranged students to sit in groups or in pair then, I instruct the students what to do with in the given time, finally I select one from the group to present their discussion.

Teacher B: "I think it is possible to apply but, there are different factors prevent me not to apply active learning in my classes. For instance, students do not pay their attention instead they preferred to talk each other. Furthermore, there are large class sizes also another obstacle to implement it. In addition, lack of necessary materials, equipment or their sitting arrangement also hinders me from applying it. The researcher also asked them the attractiveness of different activities designed by the teacher himself/herself or included in the students text book. The teacher replied that he had never prepared activities to teach students. But, he used the activities in the text book properly and he believed the attractiveness of the questions included in the text book.

Teacher C: argued that it was possible to apply active learning. He added that he had been applying it since his attendance to this profession. As to him, there were different techniques such as; group work, pair work. He also stated that he might give some situations let them act in front of the students.

The third question was asked to determine the extent to which active learning strategies like discussion, role play, and field trip techniques used in their classroom for grammar lesson.

Teacher A responded that he used most of these active learning strategies in the classroom. For instance, he used brainstorming, group discussion, and role play, peer-teaching frequently. The researcher asked him whether the students were responsible to take their part in active learning. He announced that most of the students did not participate except a few.

Regarding to this **Teacher B** replied that she rarely used the technique because of time constraints. Because she assumed that it consumes much time to implement. As a result, it is challenge full to cover the portion within the given annual schedule.

Teacher C also gave her experience about active learning implementation in grammar. She said that sometimes she applied the techniques when the portion is suitable to the method. For instance, reported speech, conditional sentence or active and passive are suitable to implement the strategies.

The fourth question was set out to know what challenges would be hinder the teachers not to implement active learning in grammar lesson.

Regarding this question, all of them shared nearly similar factors that hinder them not to implement active learning strategies in the classroom. For instance, Teachers A, E, and H replied the following points. They perceived time constraints due to large size of the text book, lack of grammar knowledge of the students that not encourage the practice of active learning, lack of interest both the learners and teachers, lack of training about the implementation of active learning in teaching grammar.

CHAPTER FIVE

5 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 summary

As it has been mentioned earlier this study focused on assessing the practice of teaching grammar through of active learning at Selam Democracy Limat Le Ethiopia secondary School Grade Nine EFL teachers. The major objectives of the study were three. These are; assessing the current practice of teaching grammar in the classroom, to examine the extent of active learning implementation in EFL, investigating the obstacles of practicing active learning during teaching grammar.

To achieve these objectives, the researcher gathered data through observation, questionnaire and interviews. The data obtained through observation presented in tables and discussed in narrative forms. The result showed that active learning strategies were not implemented due to various reasons. For instance the data obtained from students' questionnaire and class room observation showed students' learn EFL using lecture by the teachers. According to the data the students' had less chance to be engaged in active learning so preferred lecture method (teacher centered method), in other words learners didn't like to do activities by themselves.

The data discussed about the practice of active learning implied that active learning was not entirely implemented. For instance, students' didn't learn through field trip, question and answer method, role playing.

5.2 Conclusion

5.2.1 The Practice of Active Learning To Teach EFL Grammar

To assess the extent to which active learning has been practically implemented in the school, the two groups that were teachers and students reaction were collected via observation and questionnaire respectively. To check the validity of the data, the researcher also used structured

observation. The teachers' observation and the students' questionnaires were developed to assess the frequency of using various active learning instructional practices.

Accordingly, the researcher identified the frequency with which the teachers implement active learning from the classroom observation and student's questionnaire. These data indicated that some teachers attempted to implement active learning occasionally, that is, when the topic and the situations are suitable to apply it. The students' questioner related to their use of active learning was validated by the classroom observation. Students generally tended to disagree with the teachers about the extent of using active learning techniques like group discussion, cooperative learning etc. According to both respondents it was possible to conclude that they practiced active learning methods rarely by applying group work and question and answer. On the other hand, other active learning approaches related to higher level like role playing, debating writing and other were not applied.

In general, it is possible to conclude that active learning practice takes place sometimes with a few techniques. Finally, the remaining active learning method, role-play, debating, cooperative learning, problem solving are practiced rarely in the school as depicted in the finding.

Based on the data obtained from the three raw sources that are; classroom observation, students' questionnaire, the researcher concluded that active learning approaches have given less attention in teaching grammar. Rather teacher centered method is the dominant teaching method in the school.

5.2.2. Other Challenges that Affect the Implementation of Active Learning in EFL Grammar Classroom

Like any other educational issue in the teaching-learning process, it is also possible to think that active learning may have shortcomings or constraints during its implementation in the real classroom conditions.

Of these constraints, the researcher has selected three most serious factors affecting the implementation of active learning in the school from the respondents' responses such as lack of time allotment for the course, lack of enough teachers' training and teachers commitment to

motivate students in teaching learning process and students' background. These factors are selected on the basis of their frequencies in the responses of the research participants and classroom observation. Supporting this fact, Farant (1980) explains the effect of time on the application active learning strategies. The author stresses that shortage of time limits teachers and students from implementing active learning in the classroom.

In this study, the teachers' tendency towards traditional lecture method is blamed as an obstacle in the implementation of active learning by many teachers.

In regards to this problem, classroom observation again shows that, teachers and students tendency towards the traditional methods of lecture was the major problem. Because the previous practice is influencing highly the effective implementation of active learning, Hailom (1998) explains the tendency of teachers to the traditional lecture method. He stresses that, many teachers perceived teaching as a transmission process where the teacher transmits knowledge to students and the students receive that knowledge based on specified official syllabus. On the other hand, Bennet et.al (1996) noticed that most students fall into "old" curriculum and expect their teachers to lecture to them in traditional classroom manner. Moreover, teachers lack of commitment to teach, having less knowledge to prepare good activities like role play for a specific skill, insufficient students' background knowledge in language skills (poor communication skills), lack of interesting activities in the text are also among the major challenges of active learning implementation in school.

5.3 Recommendations

5.3.1 The practice of active learning strategies in EFL Grammar Class

Based on the summary of the major findings and the conclusion, the researcher suggested the following recommendations.

As discussed earlier, EFL teachers and Students did not properly implement active learning methods; such as, brain storming, debating, and group and pair works discussion or demonstration. Some teachers and students acknowledged positively the importance of these

activities. However, the large percentage of their response indicated that most important methods were not implemented or practiced in the classroom. Therefore,

- EFL teachers should apply active learning with the availability of different hindrances to practice it.
- Students should cooperate with teachers' positively and avoid the assumption that, they are the only source of knowledge.
- The school principals arrange observation schedule and follow their implementation of active learning in the school.

5.3.2 Challenges to implement active learning in EFL Grammar Class

In spite of challenges raised by both the teachers and students

- Both teachers and students should solve these problems by working together like completing some tasks at home given by teachers. Moreover, Ministry of Education should revise the syllabus considering the lesson topics in order to be covered with in the given academic year.
- Teachers should divide the classroom based on the students' levels of achievements in different small groups that will be helpful to facilitate active learning

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Appendix A

Addis Ababa University

College of Humanities, Language Studies,

Journalism and Communication

Department of English Language

Classroom observation checklist for active learning

General information

Name of the school: _____

Teacher who was with me during observation _____

Subject: _____

Selected Section: _____

Topic of the Lesson being observed: _____

Number of the students in the class: _____

Observation: 1 2 3 4 5 6 7 8

Appendix B

Table 4.1 The extent of applying different active learning techniques in EFL grammar lessons in terms of frequency and percentage

No	Items	High 100% (5-6 times)		Moderate 50% (3-4 times)		Low Below 50% (2-1 times)	
		F	%	F	%	F	%
1	Lecture method						
2	Problem solving method						
3	Role-playing						
4	Discussion and Group work						
5	Brain storming						
6	Peer Teaching						
7	Cooperative learning						
8	Field trip						
9	Question and Answer						
10	Demonstration						
11	Debating						

Appendix C

Addis Ababa University

College of Humanities, Language Studies, Journalism and communication

Department of Foreign Language and Literature

Students Questionnaire

The purpose of this questionnaire is to collect data for the study entitled “Practice of Teaching grammar through active learning in the case of grade 9th students in Selam Democracy lemat Le Ethiopia secondary school” Since your cooperation plays a vital role for the success of this study, I kindly request your cooperation in completing this questionnaire. Your responses will be kept confidential and will be used only for the purpose of this research.

The following are active learning approaches in grammar lesson and Thick “√” on the space provided to choose the one that you use repeatedly.

የሚከተሉትን አሳታፊ የመማሪያ ስነ ዘዴዎች በእንግሊዝኛ ሰዋሰዱ ክፍለ ጊዜ በምን ያህል ድግግሞሽ እንደምትጠቀሟቸዋል (✓) በማድረግ አሳዩ።

ተራ ቁጥር	የሚከተሉትን ክፍሎች በምን ያህል ድግግሞሽ ጠቅምዎታቸዋል?	ሁልጊዜ	ብዙጊዜ	አንድአንድጊዜ	አልፎአልፎ	በጭራሽ
	How often do you practice the following tasks	Always	Frequently	Sometime	Rarely	Not at all
1	ችግሮችን በሆኑ ጥያቄዎች ላይ እንደምናስተምር? We discuss on problem solving issues					
2	ሚናገሩ (የሰዎችን የተለያዩ ሚናዎችን በማስመስል እንደምናገለግል?) We perform role play					

3	በተለያዩ ጉዳዮች ላይ ወይም ጉዳዮች ላይ ይገናኛል? We discuss on different issues					
4	በጋራ ሆነን በትምህርት ጉዳይ ላይ የሚያጠነጥኑ ጉዳዮችን ትምህርት ጉዳዮችን በጋራ እንወያያለን? We discuss on brain stromong issues					
5	የብጡ-ትምህርት (ከጓደኞቻችን ጋር እርስ በእርስ እንማማራለን?) We perform peer teaching					
6	ትብብራዊ ትምህርት እና ይገናኛል? We perform cooperative learning					
7	ከክፍል ወይም የመስክ ጉብኝት በማድረግ እንማማራለን? We make field trips					
8	ጥያቄና መልስ እና ይገናኛል? We engage on question and answer					
9	የቡድን ስራ እና ካሂድ ያካሂድ? We perform group works					
10	የተለያዩ ስራዎችን እርስተን እና ስምለክታለን? We perform demonstration					
11	የተለያዩ ስራዎችን በተግባር ስር ተንክፍል ወይም ስምለክታለን እና ይገናኛል? We conduct project works and describe them					
12	በተለያዩ ጉዳዮች ላይ ክርክር እና ይገናኛል? We make debate on different issues.					