

Opportunities and Challenges in Implementing Active Learning Methods in English Language Teaching: The Case of Grade 11 Government Secondary Schools in Bole Sub-City, Addis Ababa

Beyan Kedir Obsa^{1*} and Eba Mijena Negero²

¹PhD candidate, Department of English Language and Literature, Kotobe University of Education, Addis Ababa, Ethiopia;

²Chief Executive Officer for Academic Affairs, FDRE Ministry of Education, Addis Ababa, Ethiopia

*Corresponding Author: Email: beyankedir2006@gmail.com

Abstract

This study was aimed at investigating opportunities and challenges in implementing active learning methods in EFL classrooms: the case of Grade 11 Selected Government Secondary Schools in Bole Sub-city, Addis Ababa in 2024/25. Subjects of the study were teachers, students, principals, and supervisors of the academic year 2024/25. An explanatory research design was also employed to achieve the objectives of this study. Different sampling techniques such as convenience, random, and availability sampling were used to include the school, teachers, students, principals, and supervisors. The data was collected by using questionnaires, interviews, and classroom observation. The collected data were analyzed quantitatively and qualitatively. This study showed that teachers' practice of active learning methods was low. The study also identified challenges such as large class size, time constraints, shortage of resources and materials, teachers' lack of interest in active learning, students' lack of self-direction, collaboration, or independent problem-solving skills, and teachers' lack of necessary training as the challenges that affect their implementation of active learning and teaching methods. The identified opportunities for implementing active learning methods were administrative support, availability of professional development, students' engagement, adaptability, teacher collaboration, curriculum flexibility and using existing opportunities. In addition to this, active learning is successfully implemented if the challenges are minimized and opportunities are maximized. Therefore, teachers, principals, and supervisors should work cooperatively for the successful implementation of active learning and teaching methods.

Keywords: opportunities, challenges, implementing, active learning methods

Introduction

Teaching English as a foreign language world has expanded with the increasing international demand for English (Melchers and Shaw, 2011). In Africa, where English is often learned as a lingua franca, continental practices may focus on addressing the challenges faced by learners from diverse linguistic backgrounds. Efforts are made to promote multilingualism, maintain and develop indigenous languages while teaching English, and ensure that English instruction is culturally relevant and inclusive.

Generally, these international, regional, and continental practices in the teaching of English acknowledge the importance of context, learner needs, and cultural diversity. They aim to provide effective language instruction, foster communicative competence, and empower learners with the skills and knowledge necessary for global communication and intercultural understanding.

Hence, in Ethiopia, there has been a growing emphasis on active learning methods in recent years. The Ethiopian education system has

undergone reforms to promote learner-centered approaches, and active learning is seen as a means to achieve this goal. The Ministry of Education in Ethiopia has introduced policies and guidelines that emphasize the use of active learning strategies in classrooms. These initiatives aim to enhance student engagement, critical thinking, and practical application of knowledge (Ethiopia Education Policy, 2015).

The English language is omnipresent in cityscapes around the world. Its expansion is ever more extensive. This extensive growth is also regional. It is seen as a key language to serve Ethiopia as a medium of international communication. English language expansion is also in an intensive manner. One can experience the intensification of it in different ways such as through media, the internet, YouTube, Facebook, Twitter, etc. (Tolera and Jim, 2024). All international organizations, most non-governmental organizations, and Ethiopian Airlines, the Commercial Bank of Ethiopia and the Ethiopian Insurance Corporation use English. To this end, to improve students' English proficiencies, the implementation of an active learning method is paramount.

Different methods introduced over several decades contributed to the teaching and learning of English. Here are some of the various methods and approaches that have been introduced in the field of English language teaching over the decades, each making unique contributions to the teaching and learning process. To begin with, the grammar-translation method, direct method, audio-lingual method, communicative language teaching, task-based language teaching, Content-Based instruction, Natural Approach, Silent Way, Suggestopedia (Richards and Rodgers, 2014; Yüksel and Caner, 2014; Willis and Willis, 2007) were some of them.

The theories of teaching and learning can be passive approaches or active approaches in terms of active learning methods. Passive approaches to language teaching refer to instructional methods that focus on the passive reception of language input rather than active production and engagement, whereas active

approaches focus on student-centered approaches, active learning, and the development of critical thinking skills (Richards and Rodgers, 2014). We can observe that the centuries between 18th to early 20th are known as the time of traditional theories. However, mid-20th century onwards theories are considered modern/current or contemporary theories in education. Theories such as: behaviorism, essentialism, grammar translation method, audio-lingual method, reading and listening-only instruction, teacher-centered instruction, rote memorization, etc. are traditional approaches. However, constructivism, social constructivism, cognitive theory, inquiry-based learning, experiential learning, connectivism etc. are contemporary approaches in the eyes of active learning methods (Narayan *et al.*, 2013).

These theories represent a range of perspectives on education, with traditional theories often being foundational but sometimes criticized for their limitations in addressing the diverse needs of learners. Current theories aim to address these limitations by promoting student-centered approaches, active learning, and the development of critical thinking skills. It is important to note that there is ongoing debate and evolution in educational theory, with new ideas and approaches emerging as our understanding of learning and teaching continues to evolve.

In recent years, Ethiopia has implemented language policy and curriculum reforms to improve English language teaching and learning. These reforms aim to enhance the communicative competence of learners by integrating active teaching methods and promoting learner-centered approaches (Hunde and Hika, 2023; Teshome, 2017). According to the General Education Curriculum Framework (2020), learning is understood as a process of change resulting from engagement in meaningful exploratory, investigative, and inquisitive activities by learners who take increasingly growing ownership of their learning.

The Ethiopian government invested so many budgets on education in general and to revise

English students' textbooks in particular. However, many scholars complain that most Ethiopian students are poor at using the English Language (Bishaw and Melesse, 2017). Teaching methods can be one of the factors behind the students' failure to use English in Ethiopia. According to Peng (2024), the use of various teaching methods, especially active learning methods, has a great impact on students' language learning. To this end, Kassa *et al.* (2024) found that the practice of active learning methods in Ethiopia is very low, where lecture methods are frequently used. Students' cognitive ability and problem-solving abilities and skills can be achieved through the implementation of active learning techniques (Mebratu and Woldemariam, 2018). While active learning approaches have gained recognition for their potential to enhance student engagement and learning outcomes, there is a need to examine their implementation and effectiveness in specific educational settings.

In international contexts, Lumpkin *et al.* (2015) conducted on the students' perceptions of active learning methods and found that students perceived active learning methods positively. Aga (2023) conducted a study on the challenges and motivation for teachers transitioning to active learning spaces in Norway. Aga found that poor handling of the challenges reduced the teachers' motivation to implement active learning methods. A study conducted by Liu and Ren (2024) in China looked at the challenges of implementing task-based language teaching (TBLT) in EFL classrooms. The study found that limited teacher training and large class sizes were major challenges in implementing TBLT effectively. These findings may be relevant to the Ethiopian context, where limited teacher training and large class sizes have also been identified as challenges in implementing active learning methods.

Current researches conducted in local and international contexts complain about Ethiopian students' English language proficiency (Yilkal, 2017). English is used as a foreign language in Ethiopia, and most students have very limited access to the English

language. Therefore, active learning methods in the classroom are paramount (Özkan, 2016). On top of this, although the active learning method was introduced in Ethiopia about 20 years ago and has been implemented in primary and secondary schools, little change has been noticed in students' English language skills development (Haile, 2018; Ayalew, 2017). Tilahun (2023) also carried out a study on the practice and challenges of implementing active learning methods in the north, and almost all of the teachers have positively perceived active learning.

The researchers of this study also observed a lack of implementation of active learning methods while working as teachers and school principals in secondary schools, respectively, as well as the theoretical understanding gained through their doctoral and second-degree thesis studies, which made them interest in this area. Hence, there is a need to investigate opportunities and challenges in implementing active learning methods in EFL classrooms: The Case of Bole Secondary School in Bole Sub-City, Addis Ababa. Specifically, this study attempted to investigate the practices in implementing active learning methods in government secondary schools of Bole Sub-City; the relationship between the perceived challenges and the implementation of active learning and teaching methods. Finally, the study evaluated the extent to which the perceived challenges and opportunities affect the implementation of active learning and teaching methods in the selected secondary schools.

Significance of the Study

Studying practices, opportunities, and challenges in implementing active learning and teaching methods in secondary schools hold both theoretical and practical significance in this study. It contributes to educational theory, informs policy development, enhances student engagement and learning outcomes, supports professional teacher development, promotes educational equity, and prepares students for the demands of the future workforce. Active learning and teaching methods align with modern educational theories that emphasize

student engagement, critical thinking, and collaborative learning. Studying these methods can contribute to the development and refinement of educational theories and pedagogical practices. Answering the research questions of this study has important theoretical and practical ramifications, adding to the corpus of knowledge in education and offering useful advice for secondary school implementation.

Materials and methods

Research Design

The study is aimed at investigating the opportunities and challenges in implementing active learning methods in EFL classrooms. In order to achieve the objectives of this study, both descriptive and explanatory research designs were used. According to Creswell and Clark (2017), the descriptive survey research type is particularly used when one needs to understand some particular information and describe the characteristics of a particular individual, group or situation. In this study, EFL teachers' practice of active learning methods and challenges that affect the implementation of it were investigated. Explanatory research design was also employed to achieve the objectives of this study. An explanatory research design is a type of research design that aims to explore and explain the relationship between variables, uncover causal relationships, and provide a deeper understanding of the phenomena under investigation (Maxwell and Miller, 2018). The use of explanatory research design also provides a deeper understanding of the relationships between opportunities and challenges that contribute to the implementation of active learning and teaching methods.

Analysis Participants of the Study

The purpose of this study is to investigate the opportunities and challenges in implementing active learning and teaching methods in EFL Classrooms: The Case of Grade 11 Selected Government Secondary Schools in Bole Sub-city, Addis Ababa. The two selected

government secondary schools were: Ayer Amba, and Lem secondary schools. The participants of the study were teachers, students, principals and supervisors of the sub-city. From these schools, 30 EFL teachers, 50 grade 11 students, 2 principals, and 2 supervisors were included in the study. The data were gathered from primary sources. Therefore, the primary sources for the study were teachers, students, principals and supervisors of the academic year 2024/25.

Descriptions of Study Area

This study was carried out in Addis Ababa City in Bole Sub-city. Bole Sub-city is one of the 11 sub-cities of Addis Ababa, Ethiopia. Bole Sub city is a busy, affluent sub city centred on Addis Ababa, reflecting the city's rich history, cultural heritage, and urban development. It serves as a commercial, educational, and administrative hub within the capital city. Bole sub-city is bordered in the north by Arada sub-city, in the east by Akaki Kality sub-city, in the west by Yeka sub-city, and the south by the Kirkos sub-city.

Sampling and Sampling Techniques

Different sampling techniques were used in this study for different subjects. For instance, secondary schools in Bole Sub-city Administration were included by using a convenience sampling technique. The convenience sampling technique was chosen because the researchers could easily select participants of this study based on their relative ease of access (Kumar, 2005). This means the secondary school's geographical nearness and accessibility to the researchers are considered in choosing the study area (Dornyei, 2007). The other sampling techniques that the researchers used were systematic random sampling and availability sampling. In systematic random sampling, 50 grade 11 EFL classroom students were selected, whereas availability sampling was used to get detailed information from teachers, principals, and supervisors. In availability sampling, 30 grade 11 English teachers, 2 principals and supervisor were included for this study. Among 30 English teachers, 3 of them were selected in order to

carry out classroom observation. Each classroom was observed three times. Two principals and two supervisors participated in the interview. The following formula was used to include 50 participants from 500 students.

$$K = \frac{N(500)}{n(50)} = 5$$

The researcher randomly selected number 5 and then 10, 15, 20...until 50 students were selected.

Instruments of Data Collection

To gather necessary data from the sample participants, three types of data-gathering instruments were used in this study. These are questionnaires, interviews, and classroom observation because the researchers believed that data gathering using these instruments are more important to obtain valid and reliable information and to cross and validate the instruments.

Questionnaire

Questionnaires in this study were used to collect data about the practices, challenges, and opportunities in implementing active learning methods in the learning and teaching of English. Questionnaires were prepared by the researchers by reading previous literature. Questionnaires were also used to collect information about the extent to which the perceived challenges and opportunities affect the implementation of active learning and teaching methods. In this study, test-retest reliability was used to check test reliability. Test-retest reliability is used to gauge the consistency of scores in questionnaires over time for the same person. In addition to this, the validity of the instrument was ensured by using judgmental validation by 2 PhD holders in TEFL.

Interview

Interviews were carried out to collect data about practice, challenges, and opportunities of active learning and teaching method implementation. A semi-structured interview type was used to collect necessary data and to triangulate data collected by questionnaires. In light of this, to supplement the data obtained through the questionnaire the researchers themselves conducted interviews with principals and supervisors using open-ended questions which were related to the practices and challenges in implementing active learning and teaching methods in the EFL classroom. Principals and supervisors were interviewed to collect data about challenges and opportunities existing in implementing active learning and teaching methods in the selected government secondary schools.

Classroom Observation

Observation is a purposeful, systematic and selective way of watching and listening to the interactions of a phenomenon as takes place (Kumar, 2005). The purpose of using classroom observation is to investigate teachers' practice of active learning and the challenges in the implementation of it. Creswell (2008) identified two types of observation, namely, participant and nonparticipant observation. In this study, the non-participant observation type was used because the researchers simply watched teachers and students; activities while teaching and learning English. Observation checklists were prepared and used during classroom observation. Three teachers were observed three times each for the practices and challenges in implementing active learning and teaching methods in EFL classrooms.

Methods of Data Analysis

Data were collected using both quantitative and qualitative methods. Hence, the data were analysed both quantitatively and qualitatively. The Statistical Package for Social Sciences (SPSS, 26.0 versions for windows) were employed for the analysis of quantitative data. Measures of central tendencies such as mean, standard deviations, and Pearson correlation

were used. The qualitative data were analyzed thematically.

Results and discussions

Table 1. Analysis of students' questionnaire on teachers' practice of active learning methods

No.	Items	Mean	Std. Dev.
1	Our English teacher encourage the students to participate actively in the classroom	3.80	1.29
2	Our English teacher follows students' engagement in the learning process	3.12	1.45
3	Our English teacher motivate students to do group activities with their peers	3.60	1.47
4	Our English teacher include experiential learning activities in the classroom	2.86	1.41
5	Our English teacher use technology to make teaching-learning process practical	3.34	1.30
6	Our English teacher give us problem-solving activities in the classrooms	3.88	1.28
7	Our English teacher provide opportunities for discussions and debates	2.98	1.62
8	Our English teacher give assignments that require students to demonstrate their knowledge in a creative way	2.62	1.24
9	Our English teacher provide opportunities for self-directed learning	3.00	1.26
10	Our English teacher use peer teaching methods in the classroom	3.28	1.35
11	Our English teacher make students to discuss in pairs and share their views to their classmates	4.28	1.14

Table 1 presents data about teachers' practice of active learning methods. The questionnaires were answered by using a likert scale from never to always, which were numbered as never (1), rarely (2), sometimes (3), often (4) and always (5). Depending on this, as it can be seen from the Table1 in item 5, the respondents responded that their teachers rarely used technology to make teaching-learning process practical, with a mean score of 3.34 and a 1.30 standard deviation score.

As it can be seen from Table 1, the teachers sometimes encourage students to participate

actively in the classroom (mean score of 3.80), follows students engagement (mean of 3.12 and

1.45 standard deviation), motivate students to do group activities (mean score of 3.60 and 1.47 standard deviation), include experiential learning activities in the classroom (mean of 2.86 and 1.41 standard deviation), problem-solving activities (mean score of 3.88 and 1.28 standard deviation), provided opportunities for discussions and debates that encourage active participation and critical thinking (2.98 and 1.62 mean and standard deviation scores (item 8), assigned assignments that require students to demonstrate their knowledge in a creative way mean and standard deviation 2.62 and 1.24 mean and standard deviation scores, respectively.

Table 2. Analysis of the challenges in the implementing active learning and teaching methods

No.	Items	Mean	Std. Deviation
1	There are students' resistance to implement active learning and teaching methods	3.90	1.21
2	Time constraints can limit opportunities for reflection, feedback, and revision	3.62	1.33
3	There are teachers lack of preparation to teach effectively in the classroom	3.64	1.24
4	Large class size affects the implementation of active learning and teaching methods	4.04	1.19
5	Students sitting arrangement affects the implementation of group activities	4.08	1.22
6	There is lack of parents' engagement in the implementation of active learning and teaching methods	3.52	1.47
7	There are teachers lack of classroom management	3.70	1.28
8	The lack of individual accountability in group work makes it difficult to assess students learning progress	3.88	1.28
9	There is lack of collaboration among students in the implementation of active learning and teaching methods	2.48	1.32
10	Cultural differences among students create challenges in group activities during active learning and teaching methods	2.46	1.44
11	Teachers ensure inconsistency in the implementation of active learning and teaching methods across classrooms	2.18	1.36
12	There are insufficient resources (e.g., materials, technology) available for active learning and teaching methods in classroom	4.02	1.23

Table 2 presents information about the challenges of implementing active learning methods. The teachers answered the questionnaires by using a likert from scale strongly agrees to strongly disagree. Based on this, strongly agree (5), agree (4), undecided (3), disagree (2) and 1 represents strongly disagree. As it can be seen from Table 2 in item 4, the teachers strongly agreed that large class size affects the implementation of active learning and teaching methods (with a mean score of 4.04 and a 1.19 standard deviation score). Most teachers agreed that time constraints are a common challenge when

implementing active learning and teaching methods (3.62), there is students' resistance to active teaching and learning methods (3.90), there is insufficient resources in the implementation of active learning and teaching methods (4.02), teachers' lack of preparation to teach effectively in the classroom (3.64), there is lack of classroom management (3.70), lack of collaboration among students (2.48), and cultural differences among students (2.46) were some of the challenges that affect their implementation of active learning methods.

Table 3. Correlation analysis of the relationship between the perceived challenges and the implementation of active learning and teaching methods

		Perceived challenges	Implementation of active learning and teaching methods
Perceived challenges	Pearson Correlation	1	.516
	Sig (2-tailed)	.720	.720

Implementation of active learning and teaching methods	Pearson Correlation Sig (2-tailed)	.567 .001 .830	1 .830
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In order to analyse the correlation between the perceived challenges and the implementation of active learning and teaching methods, a Pearson correlation coefficient was carried out. Papageorgiou (2022) states that the correlation coefficient ranges from negative 1 to positive 1. Negative 1 indicates that there is a negative relationship; zero indicates no relationship, and 1 indicates a strong positive relationship. The result of the Pearson correlation coefficient of this study indicated that the Pearson correlation analysis between the perceived challenges and the implementation of active learning methods yielded a correlation coefficient of .830, with a p-value of .001, which indicates that there is a strong relationship between the perceived challenges and the implementation of active learning methods. This means there is a statistically significant relationship between the variables. In other words, when the perceived challenges increase, the implementations of active learning methods decrease. The strength of the relationship between the two variables suggests that addressing the perceived challenges is an important factor in promoting active learning methods.

Table 4. Analyses of the goodness fit of the model

Model	R	R-squared	Adjusted R-squared
1	0.780	0.608	0.580

In addition to this, multiple linear regression was calculated for both the perceived challenges and opportunities as well as the implementation of active learning methods, which were measured on a continuous scale (Aiken et al., 2003). In this study, the dependent variable is the implementation of active learning methods, while the independent variables are perceived challenges and opportunities. Multiple linear models were used to analyze the relationship between the dependent variable and independent variables.

Analyses of the extent to which the perceived challenges and the opportunities affect the implementation of active learning and teaching methods

It is also important to run regression since it allows quantifying the influence of the perceived challenges and opportunities on the implementation of active learning. It can also help to understand how the perceived challenges and opportunities predict the implementation of active learning methods (Aiken et al., 2003). In regression analyses, R-squared and adjusted R-squared are important measurements to provide information about the goodness of the regression model. The R-squared ranges from zero to one, where zero indicates the model explains no variability in the dependent variable, and one shows that the model explains all variability in the dependent variable (Chicco et al., 2021).

The identified challenges were lack of teaching training on active learning methods, limited resources, student resistance, lack of time, lack of administrative support, and large class size. The identified opportunities for implementing active learning methods were administrative support, availability of professional development, students' engagement, adaptability, teacher collaboration, curriculum flexibility, and using other existing opportunities.

Table 5. Analyses of the perceived challenges and the opportunities affect the implementation of active learning and teaching methods in the selected secondary schools

Variables	Coefficient	Std. Errors	t-value	p-value
Intercept	4.250	0.350	17.14	0.001
Perceived challenges	-0.450	0.135	-4.33	-0.001
Perceived opportunities	0.356	0.080	4.56	0.001

As it can be seen in Table 4, the perceived challenges have a statistically significant negative effect on the implementation of active learning methods, with a coefficient of -0.450 (p-value of .001). However, the perceived opportunities have a statistically significant positive effect on the implementation of active learning methods, with a coefficient of 0.356 (p-value .001). In Table 4, the R-squared was .608, while the adjusted R-squared was .580. This study found that addressing the challenges such as lack of teaching training on active learning methods, limited resources, student resistance, lack of time, lack of administrative support, and large class size, while empowering the perceived opportunities, such as administrative support, availability of professional development, students' engagement, adaptability, teacher collaborative, curriculum flexibility, and using existing opportunities are effective strategies for promoting the implementation of active learning methods in secondary schools.

Analysis of Interview

In order to see how principals' concepts of active learning methods, the first interview question was: 'How would you describe the overall instructional approach in the school you manage? Describe the initiatives used in the learning and teaching of English? What do you think this approach is?' P1 said:

'As a school principal, I can describe the overall instructional approach in the school I manage as focused on active, student-centered learning. Our goal is to engage students deeply in the learning process and help them develop critical thinking, problem-solving, and

collaboration skills.' In a similar way, P2 said that 'In the learning and teaching of English, I encouraged English teachers to collaborate with teachers in other subject areas to create cross-curricular learning opportunities, which may help students engage in tasks that integrate English language skills with contents from other study areas'. According to Banegass (2011), the integration of English language teaching and learning with other subjects helps learners to see the relevance and real-world applications of English language learning. Principals were also asked the opportunities to implement active learning and teaching methods. Both of the interviewed principals agreed upon providing comprehensive training and workshop for their teachers on active learning strategies, instructional design and assessment in active learning approaches. They also reported that by allocating time and resources for teachers, it is possible to share the best experiences on active learning methods. They also said that 'the teachers' readiness and lack of confidence, skills and knowledge in order to design and facilitate active learning methods were one of the challenges'. One of the principals argues that teachers complain about the lack of time and large class sizes to implement active learning methods effectively. Both of the principals who participated in the interview agreed that lack of resources was one of the challenges they and their teachers face in implementing active learning methods. Cattaneo (2017) also found that the school may face limitations time and budget to invest high-quality instructional materials in implementing active learning methods.

The supervisor selected for the interview was coded as S1. The roles of supervisors in schools are very crucial in school management. For

example, they provide guidance, give feedback, assess the learning goals, allocate resources, design and implement professional development programs, and deal with challenges schools face in the teaching and learning process (Birkeli *et al.*, 2023). In this study, the interview questions with the supervisor dealt with the existing opportunities to implement active learning and teaching methods, and the challenges in implementing active learning and teaching methods.

School supervisors should have a clear understanding of active learning methods, and their characteristics to help their implementation in the classroom (Al-Kiyumi and Hammad, 2020). The interview with the supervisor was concerned with checking their understanding of the fundamental principles of the active learning method or not. Accordingly, S1 reported that he knew well the difference between active learning methods and traditional teaching methods. When it comes to the benefits of active learning methods, S2 said: ‘*I know the benefits of active learning methods, such as to enhance students’ engagement, retention of knowledge and lead to achieve well in academic.*’ Supervisor had comprehensive knowledge of active learning strategies and techniques such as: collaborative learning, project-based learning, inquiry-based learning, etc. However, because of workloads, they could not able to guide effective implementation of active learning experiences.

Analysis of Classroom Observation

By using classroom observation, the researchers observed students; engagement, instructional strategies they used, their language practices, students’ collaboration and interactions, assessments and feedback they use, opportunities they had, and challenges they faced in implementing active learning methods in the EFL classroom. To begin with, in order to observe students’ engagement during the lessons, how they actively asked questions, shared ideas, and collaborated with their peers was observed. Accordingly, most of the students did not participate in many lessons. In addition to this, instructional techniques the teachers used were observed. Most of them

used peer work, group work and whole class work. However, most of them did not use other active learning methods techniques such as role-play, questioning and discussions, inquiry-based learning, hands-on activities and others. However, research supports that teachers can create dynamic, engaging, and successful learning experiences that improve students’ language proficiency, communication skills, and overall academic and personal growth by incorporating active learning strategies into language instruction (Manzano *et al.*, 2023).

In the observed classes, the teachers used only textbooks as instructional materials, but did not use digital tools and multimedia resources. These in turn enhance students’ engagement and language practice (Becirovic *et al.*, 2021). How English teachers tried to adjust active learning activities in order to cater the diverse needs and levels of the students. In a similar way, how they assessed their students’ learning and provided timely feedback during English class was observed. As mentioned earlier, the teachers sometimes asked questions during the pre-teaching and after their lessons; only some teachers asked questions while teaching. Some of them asked their students to summarize lessons after the lessons, and home-take assignments. How those teachers assessed alignment between active learning techniques and the overall learning in the classrooms was not sufficient.

In English language teaching, different language practices and skills development techniques such as: interactive activities, integrated skills approach, focused group practices, use of authentic materials and scaffolding techniques were utilized by teachers.

In the classes observed, most of the teachers used the four languages skills such as: listening, speaking, reading and writing so as to help the students to improve their skills. On the other hand, some activities were given by the teacher in the classroom at the end of each topic to check the students’ understanding of the lessons. Moreover, the teacher guided and supported the students by moving in the classroom while they did their tasks. Hence,

these activities helped the students to implement active learning and teaching methods and to build a sense of team spirit by working cooperatively with each other.

Classrooms were observed to see what opportunities teachers had in implementing active learning methods. Accordingly, questioning techniques they used were observed, that is, the teachers frequently asked questions that encouraged their students to think critically and engage in discussion before and after their lessons. During the classroom observation, students are given the opportunities to do the activities in pairs and groups. The teacher encouraged them to work cooperatively to promote active participation in the effective implementation of active learning and teaching processes in the classrooms.

Why did you integrate the data you obtained through questionnaires, interviews and classroom observation into your conclusion here?

Upon gathering and evaluating data through a variety of instruments, it is recommended to present the key findings or conclusions in this section.

Recommendation

This study found several challenges that affect the implementation of active learning methods, and opportunities for implementing them. Therefore, teachers, principals, supervisors and all concerned bodies should work to minimize the challenges and maximize the opportunities to implement active learning methods.

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