

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

MA in TEFL Teaching English as a Foreign Language (TEFL)

**Major Challenges of Implementing Independent Learning in English
Classes among Grades 9 and 10 Students of Serbo and Bulbul High
Schools in Kersa Woreda in Focus.**

By

Nezif Ibrahim Ahmed

**A Thesis Submitted in Partial Fulfillment of the Requirements for
Master of Arts in TEFL**

Advisor.Dr. Getachew Seyoum

Co-advisorDr. Ewnetu Seid

June 2015

**Major Challenges in Implementing Independent Learning in English
Classes among Grades 9 and 10 Students of Serbo and Bulbul High
Schools in Kersa Wereda in Focus.**

**By
Nezif Ibrahim**

**A Thesis Submitted in Partial Fulfillment of the Requirements for
Master of Arts in TEFL**

Department of English Language and Literature

College of Social Sciences and Humanities

Jimma University

June 2015

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

Nezif Ibrahim Ahmed _____

Name Signature Date

Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

Principal Advisor:

_Dr. Getachew Seyoum _____ 21/6//2015
Name Signature Date

Co-Advisor:

Dr. Ewnetu Seid _____ 21/6//2015
Name Signature Date

External Examiner Signature 21/6//2015

Dr. Tadesse _____

Internal Examiner Signature Date

Mr. Yohanes Tefera _____ 21/6//2015

Chairperson Signature Date

_Dr. _____ 21/6//2015

ABSTRACT

The concept of 'independent learning' is associated with, or part of a number of other educational concepts and wider policy agenda of contemporary relevance such as 'personalized learning', 'student-centered learning' and 'ownership' of learning. It has been seen as one of the essential elements of 'personalized learning' and as vital to the continuing development of a system of school education that promotes high quality and lifelong learning and social equity and cohesion. The main concern of this study was to identify the major challenges of implementing independent learning among grades nine and ten students. To this end, two schools in Kersa Wereda were purposefully selected to be the setting of the study; out of 376 students 328 students from Serbo and 48 students from Bulbul high schools were taken as the participants of this study. Eight English teachers from Serbo, two from Bulbul schools totally 10 English teachers who taught English in grades 9th and 10th were the participants of the study. To collect the necessary data for the study, student questionnaire was employed as the main data collecting tools. Besides, teacher's questionnaire, classroom observations, and interview were employed as supporting instruments so as to triangulate the findings of questionnaires of students. Then the collected data were analyzed using both quantitative and qualitative methods of data analysis. The study found out that a teacher centered approach, lack of using authentic materials, lack of learning goals, lack of confidence, high dependence on teachers, lack of practice in self-assessment and peer assessment, lack of interest and lack of learning strategies were identified as major challenges.

ACKNOWLEDGEMENTS

I would like to express my most sincere appreciation and gratitude to my advisor Dr. Getachew Seyoum who has guided and supported me throughout my academic journey at Jimma University. Not only has he provided most generously his valuable time and professional guidance as an academic advisor for my MA study, he has also offered me the most loving support, like that of a family member. He has been a mentor, a friend, and a role model to me. Without him, I would have been where I am today.

I would also like to express my thanks to my Co-advisor Dr. Ewnetu Seid for his advice and constructive comments that have shaped this thesis immeasurably

I would also like to thank Meseret Zegeye for helping me in searching relevant materials from the internet. Review Literature from the internet. I am indebted to Asefa Bekele ; Girma Haile , Tesfaye Girma, and to all Serbo High School staffs for their valuable support.

It seems difficult to mention the names of all those who contributed a lot for the accomplishment of this thesis, by giving their constructive ideas, comments, critique, and moral support. So, my special thanks go to all of them.

Above all, my thanks be to the Almighty God/ Allah

TABLE OF CONTENTS

ABSTRACT.....	I
ACKNOWLEDGEMENTS	II
TABLE OF CONTENTS	III
LIST OF TABLES	V
LIST OF ABBREVIATION	VI
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 .Background Information	1
1.2. Statement of the Problems.....	2
1.3. Research Objectives	3
1.4. Research question.....	3
1.5. The Significance of the Study	4
1.6. Scope of the Study.....	4
1.7. .Limitation of the Study	4
1. 8.Operational Definitions of Key Terms.....	4
CHAPTER TWO.....	5
REVIEW LITERATURE.....	5
2.1. Definition of Independent Learning	5
2.2. Skills Required for Independent Learning	5
2. 3. Models of Independent Learning	7
2.4. The Impact of Independent Learning	7
2.5. How Teachers can Promote Independent Learning.....	9
2.5.2. Roles of Teachers in Promoting Independent Learning	11
2.6 .How School can Promote Independent Learning.....	14
2.8. The Role of Assessment	15
2.9. Challenges in implementing independent learning and suggested solutions	15
2.10. Understanding the Quality of out of Class English Learning.....	16
CHAPTER THREE	18
METHODOLOGY	18

3.1. Introduction	18
3.2. Research Design.....	18
3.3. Participants of the Study	18
3.4. Sampling Techniques	18
3.5. Data Gathering Instruments	19
3.5.1. Questionnaires.....	19
3.5.2 Observation	31
3.5.3. Interview.....	32
3.6. Data Analysis.....	21
3.7. Ethical Considerations.....	21
CHAPTER FOUR.....	22
FINDINGS AND DISCUSSIONS.....	22
4.1. Findings.....	22
4.1.1 Students' Questionnaire	22
4.1.2. Analysis of Data from Teachers' Interview.	43
4.2. DISCUSSION	46
CHAPTER FIVE	50
SUMMARY CONCLUSIONS AND RECOMMENDATIONS.....	50
5.1 Summary	50
5.2...Conclusions	52
5.3. Recommendations	53
References.....	54
Appendix A	57
Appendix B	64
Appendix C	67
Appendix D.....	72
Appendix E.....	73
Appendix F.....	75

LIST OF TABLES

Table 1: Students Responses Regarding about past Language Experience. -----	
22	
Table 2: Students Response Regarding Beliefs about Language Learning. -----	
24	
Table 3: Students' Response Regarding self-concept of Competence in Language Learning. ----	30
Table 4: Students' Response Regarding Attitudes to Autonomous Language Learning.-----	31
Table 5: Students' Response Regarding Motivation in Language Learning.-----	36
Table 6: Teachers' Responses Regarding Implementing Independent Learning-----	41
Table 7: Teachers' Responses Regarding Experiences of Independent Learning.-----	41
Table:8 Classroom observation check list-----	45

LIST OF ABBREVIATION

SREP: Self-Regulation Empowerment Program.

ICT: Information Communication Technology. '

CHAPTER ONE INTRODUCTION

1.1. Background Information

Independent learning and independent learning strategies are at present significant topics in educational research. According to Moore (1984), independent learning is not a concept, but it is a new concept where there is no a universal agreement on its meaning.

According to Gwendolyn Turner (1989), search of the professional literature on studying and learning reveals the following reasons for students failing to apply independent learning strategies; lack of instruction, blind training in applying strategies, weak metacognitive strategies, and resistance to change existing behavior patterns students can become independent learners when they overcome these obstacles.

According to Herbier and Nelson Herbier (1987), students' independence in learning is developed by plan, not by chance. Teachers can help students to improve their learning by understanding the reasons why students have not been successful , identifying strategies that promote active participation in the learning process ,and teaching students how to become more responsible for their own learning .Ultimately ,students become independent learners when they plan ,monitor apply, and evaluate their own learning processes by themselves. .

Ethiopian educational policy encourages independent learning; unfortunately we are not able to implement independent learning fully. The current trend of teaching and learning TEFL focused and implemented through independent learning. As the review literature ascertained that independent learning has many benefits. Among these independent learning promotes academic performance, motivation and self -confidence, and the ability for learner to engage in life-long learning.

According to Dfes (2005), the idea of independent learning is related to a number of educational theory and wider policy agenda of current relevance such as 'personalization', student-centered learning and 'ownership' of learning. And also he states that it is a characteristic of essential issue

such as student -teacher roles and relationships and the role of information and communications technology (ICT).

Understanding the way learners learn , both in terms of theories of cognition and their practical application, is essential to develop strategies aimed at improving the capacity for independent learning, Gorman (1998),states that independent learning encourages learners motivation ,curiosity ,self-confidence and self-reliance ,and paved the way to understand students by their own interests and give value of learning for their own sake . So in order to enable learners these skills, avoiding the challenges and implementing independent learning unquestionable. Boekaerts (1999) states that over the last decade in the continent of Europe, North America, and beyond a great attention is given to formal education and its outcome. Independent learning is one of the approaches explored by national governments and educators as means of improving educational outcomes. It also contributes to satisfying demands for greater personalization and inclusivity.

1.2. Statement of the Problems

According to Learning and Skill Network, (2008) and the UK and international literature learners cannot be effective independent learner by themselves , and also indicate that the promotion of independent learning needs a new role for teachers that paved the way on process oriented teaching that enable learners participate actively in the learning process .

The literature also provides a variety of suggestions relating to independent learning by applying different kinds of strategies, including scaffolding providing learners with opportunities to self-monitor, offering models of behavior, adapting language for learning and giving feedback on homework et.al, (2008).

There is a consensus in the literature that the promotion of independent learning needs a whole schools approach .This requires the support of senior managers and teachers, and also study support will be an important means for schools to enable independent learning because it gives leaners with an opportunity to choose their own learning activities and achieve their own learning goals (2008).

Internationally many researches have been conducted. Suzanne DeLong conducted a research on Teaching Methods to Encourage Independent Learning and thinking in 2009. Her research finds out the way how to encourage independent learning and thinking. And also James Broad (2006) conducted a research in UK on interpretations of independent learning in further education. The

findings of this research have demonstrated that students are open to learning independently and share common interpretations and perceptions of what independent learning is.

Hypothesis:

- ❖ Students cannot be worked alone/by themselves.
- ❖ Students cannot be involved in group discussion
- ❖ Students have no interest in learning English.
- ❖ Students are unwilling to involve in group discussion
- ❖ Students need the teacher to do everything for them.
- ❖ Teachers have no interest in implementing independent learning.

In Ethiopian context, Tekle Ferede (2010) conducted a research on major hindrances to the development of Autonomy among Grade Nine students in learning English in Baso Debrebrihan. Tekle's findings shows that learners related factors (lack of confidence to learn English without a teacherlack of interest and commitment to learn English) were the major problems that affect independent learning. However, this research differs from previous research conducted for it deals with Grades nine and ten on major challenges that hinder implementing independent learning in both in grades nine and ten in Serbo and Bulbul high schools in Kersa Woreda. So I hope the findings of the present research fill the existing gap (teachers and students belief towards independent learning).

Richards (2002), states that teacher belief in language teaching, ideas and theories that teachers hold about themselves, teaching language and learning, and their students. Teachers' beliefs are thought to be stable constructs derived from their experience, observations, training and other sources and serve as a source of reference when teachers encounter new ideas, sometimes impeding the acceptance of new ideas or practices. Beliefs also serve as the sources of teachers' classroom practices. Beliefs form a system or network that may be difficult to change. In teacher education a focus on belief system is considered important since teacher development involves the development of skills and knowledge as well as the development or modification of belief system.

This research was conducted in order to identify the main challenges of implementing independent learning and seek solution to the problems.

1.3. Research Objectives

1.3.1. General objective

The main aim of this study was to investigate the main factor that challenges of implementing independent learning of English among grades 9 and 10 students in Serbo and Bulbul High Schools in Kersa Woreda.

1.3.2. Specific objective

To investigate the challenges the specific objectives of this study are:

1. To investigate the factor that hinder the development of independent learning of English among grades 9 and 10 students of Serbo and Bulbul High Schools.
2. To identify students' attitude towards independent language learning.
3. . To investigate the types of beliefs students have towards independent learning.
4. To assess the problems students have in promoting independent learning
5. To assess the problems teachers have in promoting independent learning.

1.4. Research question

This research will answer the following questions,

1. What are the major challenges of implementing independent learning?
2. How teachers' support the development of independent learning skills?
3. What are teachers and students attitude towards independent learning?
4. How teachers implement independent learning in English classroom?
5. How independent learning practically implemented in English classroom?

1.5. The Significance of the Study

The present researcher hopes that the attempt made in this study may help English language teachers to revise their methods of teaching English language and thus make the necessary improvement in order to resolve and implement independent learning in the process of teaching and learning teaching English in English classrooms. Furthermore, the insights gained from the study are hoped to provide information for those concerned with training of students and/or teachers, supervising teachers and writing materials. In doing so, the evidence gained through the study may help bring the desirable effect and enable learners to learn independently. Generally, the result of this study will be useful for teachers, students, curricular developers and material writers. For example, this studies to provide the teachers with some suggestions to make best use of implementing and enjoying an independent learning. And also the study is hoped to provide possible future researchers with some insights into the area.

1.6. Scope of the Study.

This study was conducted on grades nine and ten students who learn at Serbo and Bulbul High Schools in the academic year 2015/16. In addition 10 English teachers who teach English in grades nine and ten were included in the study. However, this study limited to only two schools because of time, financial problems,

1.7. Limitation of the Study

Like most other researches, this study cannot be without limitations. The following are the limitations of this study are one is the study conducted is on only two high schools in Kersa Woreda, conclusions deduced from such a narrow context and recommendations provided may not serve the case of all schools throughout Ethiopia.

1.8. Operational Definitions of Key Terms

The following words are frequently used in this thesis.

Authentic materials: Richards(2002),defines authentic materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching material

Holistic evaluation: is a method of evaluating writing in which the composition is viewed as a whole rather than as distinct part.

Independent Learning: in language teaching, the principles that learners should be encouraged to assume a maximum amount of responsibility for what they learn and how to learn it.

Motivation: in general, the driving force in any situation that leads to action. Motivation is generally considered to be one of the primary causes of success in second language learning.

Peer assessment: activities in which learners assess each other's performance.

Second language: in a broad sense, any language learned after one has learned one's native language.

Self-assessment: Checking one's own performance on a language learning task after it has been completed or checking one's own success in using a language

CHAPTER TWO

REVIEW LITERATURE

2.1. Definition of Independent Learning

What is independent learning?

There are many different definitions and descriptions of the term 'independent learning'. The Term 'self-directed learning' and 'learning how to learn' are sometimes used interchangeably with independent learning (Meyer et al, 2008). The most common descriptor of independent Learning is 'self-regulated learning' (Meyer et al, 2008, p. 2). According to Zimmerman (1986, p. 308), when students are able to self-regulate their learning, they: have an understanding of their own approach to learning and how best to

- Maximizes their learning in the most efficient ways;
- are motivated to take responsibility for their learning; and
- are enabled them to work with others to enhance the depth and breadth of their learning. With independent learning (Meyer et al, 2008).

The University of New South Wales Learning Centre describes independent learning in the following way:

Independent learning means that you are responsible for managing your studies, your time and yourself. In high school, you might be used to teachers reminding you when work is due, telling you what and when to study, and checking your progress. University learning requires you to learn and complete assignments independently, plan your workload, meet deadlines and organize your time. This level of self-management can be a challenge. Some students thrive; others find it difficult to adjust at first (UNSW, 2013).

A significant review of the international literature on independent learning conducted by Meyer et al in 2008 notes the definitional consensus in the literature that independent learning is a process during which learners develop the values, attitudes, knowledge and Skills needed to make responsible decisions and take appropriate actions in regard to their Own learning by them, (p. 15). The literature also consistently notes that independent learning is 'Fostered by creating opportunities and experiences that encourages learner motivation, Curiosity, self-confidence and self-reliance, and is based on the understanding by learners of their own interests and a valuing of learning for its own sake' (Meyer et al, 2008, p. 15).

Richards (2002) defines independent learning as in language teaching, the principles that learners should be encouraged to assume a maximum amount of responsibility for what they learn and how to learn it. This will be reflected in approaches to need analysis, content selection, and choice of teaching materials and learning methods. Independent learning is described in different terms are 'self-regulated learning' et.al,(2008). The term independent learning, self-regulated learning, and learner autonomy are described similar meaning and process including learners to understand of their own learning; being motivated to take responsibility for their own learning, and working with teachers to create their learning environment. There is a consensus in the literature that independent learning does not involve learners working alone. It is stressed in the literature that enabling and supporting independent learning is teachers' important role

2.2. Skills Required for Independent Learning

A review of the literature shows that there are many skills needed for independent learning. These skills can be divided into cognitive skills, metacognitive skills and affective skills. Many authors like Birnbaum (2002) describe as 'thinking skills' and become evident from a young age. An important consideration concerning these skills is whether they can be transferred across subjects or whether they are domain-specific, which would indicate that they may not be readily transferrable across subjects.

In Identifying Effective Learning Strategies Brown (1981) states that by directly teaching students Learning strategies and the control of those strategies, students will not only enhance their academic performance, but will be able to transfer this training to other appropriate learning situations. Therefore, before teachers can help students become independent learners, they must be assisted in learning effective use of learning strategies. These strategies can be defined as any cognitive, affective, or behavioral activity that students engage in to encode, retrieve, store, or use information (Weinstein and MacDonald, 1986).

2.2.1. Cognitive Skills

The importance of cognitive skills for independent learning is stated by several UK and International authors who show that for independent learning to occur it is essential for learners to have good basic cognitive skills, such as memory, attention, problem-solving and creativity (Malone and Smith, 1996; Carr, 1996; Boekaerts, 1997; Anthony, 1994; Zimmerman et.al, 1996; Zimmerman, 1998; and Weiss, 2004). These authors show that independent learning may not be possible until learners have reached a specific level in their cognitive development. This means that learners cannot be directly taught to accomplish tasks beyond their level of cognitive ability.

Based on these notions, the British Writers Malone and Smith (1996) emphasize the importance of 'learners' readiness. This means that learners need the necessary intellectual capabilities, such as basic decoding skills, before being able to engage on the process of independent learning (Carr, 1996). Malone and Smith suggest that these intellectual capabilities develop with as learners get older.

2.2.2. Metacognitive Skills

The importance of metacognitive skills needed for independent learning is highlighted by many UK and international authors like Bullock besides Muschamp (2006). These skills involve learners being able to talk about learning, for example stating how they learn best. As Bullock and Muschamp (2006) conducted research in the UK and found that six year of students are able to describe how they learn, stating that learning involves listening, remembering, note-taking ,learning by doing, guessing, applying previously learnt knowledge and formal strategies, such as 'look, cover, write, check' .Furthermore the learners studied by the researchers were able to identify individuals who help them with their learning, such as teachers , parents, other learners and peers . This indicates that during recognizing their own responsibility for learning, these learners also realized their need for direction and guidance from a more capable other .And also suggested that these attributes indicate that learners have taken their responsibilities and attitudes associated with independent learning have been positive.

As Bransford (2000) suggests metacognition develops gradually and depends on knowledge as experience, thus indicating that it is difficult to use metacognition in a subject area that one does not understand. However, ,Branford found that between the ages of 5-9 children are already able to talk about and reflect on learning, and this ability grows throughout the school year. This supports Bullock and Muschampp's findings and indicates that school-age children possess the basic metacognitive skills necessary for independent learning.

According to Malone and Smith (1996), importance of learners being can reflect on their achievement , monitor their progress and use self- assessment for independent learning because this ensure that learners take responsibility for their own learning . Learners should view assessment by teachers as a formality since they already know their own level of understanding from self-assessment. Assessment by teachers should provide learners with valuable feedback to use for their own self- assessment.

2.2.3. Affective Skills

The importance of affective skills for independent learning is well documented in the UK and international literature. Affective skills are those skills that are related to feelings and emotions. The affective domain, described by Krathwohi et.al, (1964) includes receiving information, paying

attention, responding, motivation and satisfaction, valuing, beliefs and attitudes; organization, developing a value system and characterization, internalization and acting on their values and beliefs. Motivation is identified in the literature on independent learning as the most important affective in relation to independent learning (Bishop, 2006; Malone and Smith, 1996; Marcouand Philippou, 2005; Neber and Schommer-Aikins, 2002).

By studying Norwegian ninth grade students Ommundsen (2003) concludes that learners' use of self-regulatory strategies is not enough for them to learn; motivation is also essential. Particularly it seems that there is a consistent relationship between learners' use of self-regulation strategies and motivational beliefs. Ommundsen (2003), describes these motivational beliefs in terms of learners believing in the role of effort, hard work and their ability to succeed. In contrast, holding a stable implicit theory of ability inhibits learners' use of cognitive strategies and therefore inhibits independent learning. To understand the relationship between teachers and learners it is essential to consider learner's experience in their family and local community , and to relate learning occurring in school to their everyday lives , thus serving as a powerful motivator for learners to engage in their learning .

2.3. Models of Independent Learning

As Pintrich (2002), proposes individual planning, self- monitoring, controlling and evaluating one's own learning activities are examples of model of self-regulated learning.

Zimmerman (2002) extends Pintrich's model by emphasizing the necessity of motivation within self - regulation fore sought, performance and self - regulation are the three phases of self - regulation influenced by motivation.

2.4. The Impact of Independent Learning

The UK and international literature indicates that the impact of independent learning is overwhelmingly positive with many authors claiming that the introduction of independent learning led to improved test scores and wide-ranging benefits for learners (Van Grinsven and Tillema ,2006; Hinds , 2007 ; Schunk ,2005 ; Allan et . al ,1996). These benefits seems to have a specific impact on particular groups of learners, such as boys and girls; gifted learners (learners whose abilities are developed to a level that is significantly ahead of their year group) ; learners with special educational needs ; and ‘ socially excluded ‘ children (children who are excluded from social participation because their living standards are below those of their peers) .

Similarly, the literature suggests that independent learning may promote social inclusion and provide for learners' with special educational needs this is based on independent learning increasing the motivation of learners who may otherwise be difficult to motivate.

2.4.1. Improvement in Test Scores

There is a considerable body of UK and international literature which reports on the positive effects of independent learning on test scores (Van Grin Sven and Tillema, 2006; Hinds, 3007; Schunk, 2005).

Studies in the US support these findings. Page (1989a) found that primary school children using active learning techniques have higher test scores than children who do not use active learning techniques. This means that using learner centered approach. Richards (2002), in language teaching, a belief that attention to the nature of learners should be central to all aspects of language teaching, including planning teaching, and evaluation. Learning is dependent upon the nature and will of the learners. Learner centeredness may be reflected by:

1. Recognizing learners' prior knowledge
2. Recognizing learners' needs, goals and wishes.
3. Recognizing learners' learning styles and learning preferences.
4. Recognizing learners' views of teaching and of the nature of classroom tasks.

In learner centered approaches, course design and teaching often become negotiated processes, since needs, expectations, and student resources vary with each group. He also states that learner autonomy, the principles that learner should encouraged to assume a maximum amount of responsibility for what they learn and how they learn it. This will be reflected in approaches to needs analysis, content selection, choice of teaching materials and learning methods. Independent learning means self-instruction (in education) approaches to learning in which a learner works alone or with other learners, without the control of a teacher. The use of self-instructional activities in language teaching helps to give learners a greater degree of control over their own learning. It is based on the belief that learning is sometimes more effective if learners can make choices about the kinds of things they wish

to learn, the strategies they use, and the amount of time they can spend on a learning task Richards (2002).

Considering secondary school learners in US, Zimmerman and Pons (cited in Zimmerman, 1986) found that high school learner's use of 14 self-regulatory strategies, such as self-evaluation, is highly correlated with academic achievement. In many definitions, self-regulation is a process in which people organize and manage their learning, and this includes learners' control over their thoughts (e.g., their competency beliefs), emotions (e.g., anxiety experienced while learning), behaviors (e.g., how they handle a learning task), and the learning environment (Pintrich & De Groot, 1990; Zimmerman, 1998).

2. 4.2.Improvement in Range Learners Outcomes

Allan et.al, (1996) considered that a series of UK research projects on the development of independent learning and found a range of positive outcomes associated with being an independent learner , including learners being more likely to complete courses , meet deadlines , find learning more enjoyable , learn in less time , know where to ask for help if they need it , gain a better understanding of what they are learning about , become aware of gaps in their knowledge , struggle to improve their ability to learn ,be more original and creative ,become lifelong learners , and recognize their achievements.

The Dutch researchers Van Grin Sven and Tilema (2006) summarize the wide-reaching benefits of independent learning as follows: Students in self-regulated learning environments are more motivated to learn Report more enjoyment of the material and are more actively involved in the Learning than those who study in more restrictive environments.

Like Buerk , Williams (2003) suggests that UK children who are independent learners work to higher standards are more motivated and have higher self-esteem than other children. Therefore , in Williams 'view , in a classroom in which independent learning is promoted, children promote skills that help them further their own learning by using their own ideas to form opinions ; solving problems and using a range of strategies to deal with situations ; taking responsibility for the consequences of their actions ; and developing analytical , reflective and systematic thinking skills .

Williams summarize the advantages of independent learning as follows. Self-motivation and self-esteem, independent judgment, respect for peers and environment, self- discipline, enjoyment of

challenges, active and energetic rather than passive learning, good communication skills, work to higher standard, and create social skills.

Like Zimmerman (2002) summarize the wide ranging benefits of independent learning that because of their superior motivation and adaptive learning methods , self-regulated learners are not only more likely to succeed academically but to view their futures optimistically and develop as lifelong learners.

2.4.3. Methodological Consideration.

The literature suggests that the impact of independent learning is overwhelmingly positive with many authors claim that the introduction of independent learning led to improved test scores and wide-ranging benefits for learners. The learning how to Learn project (2001-05) examined how to effectively promote ‘learning how to learn ‘in classrooms, schools and networks that support learners and teachers (James et.al,2006).

2.5. How Teachers can Promote Independent Learning.

Gorman (19980) ; Black (2007) state that teachers can use effective learning strategies to develop understanding of learning and promote independent learning. The review stressed the key role of teachers in assisting students to become independent learner. The research found a number of strategies that supported learners' independent learning including:

Scaffolding: this refers to the supportive structure provided by skilled others m in this case teachers, which aids learners in their learning. The objective is the gradual transfer of responsibility from the teacher to the student step by step, the teacher responding flexibly to students' response rather than following a predetermined teaching path.

Providing students with opportunities to self-monitor: the review suggested self-monitoring depends on the two processes of establishing goals and receiving feedback from others and from oneself. Teachers encouraged students to self-monitor by helping them use internal and external feedback to see whether the strategies they are using are effective for achieving learning goals.

Offering model of behavior: Independent learning is promoted by encouraging students to model the behavior of their teachers, including teachers showing students how categorizing information made it easier to remember.

Developing communication that included language focused on learning: this helped students become more aware of the steps involved in learning, understand their own learning styles and helped students and teachers share their thinking .

Providing feedback on homework: this found to improve students' confidence in working independently and to help them develop the reflective aspect of independent learning. The review literature suggested that in successful independent learning part of the role of teacher shifted from an expert transmitting knowledge to that of a 'coach' helping students to acquire the strategies necessary for learning. It suggested a key activity is teachers helping learners to create their own representations of learning goals . A number of studies suggested that ICT played a helpful role in independent learning because: offering opportunities for the essay assessment and measurement of self-directed learning, increase the speed of access of information, and provide a medium for interaction between learners and their teachers.

According to the General Council for England's (2006) suggestion teachers should plan classroom activities of responses such as offering students the opportunity to present their work in a different ways, including video, written and oral presentation.

As Montalvo and Torres (2004) state that teachers or other more expert become modeling the behavior they want young learners to adopt. Other strategies include providing learners with opportunities to self-monitor, developing a language for learning and providing feedback on homework

2.5.1. Long Term Intervention

According to Even (1991) there is a consensus in the literature concerning the essential of promoting independent learning in the long term. Strategies to promote independent learning are being built up a repertoire and gradually engaging learners in enabling more independent, by modeling learning behavior and providing pupils with a supportive scaffold. During this gradual process of becoming more independent , learners need assistance and feed beck, not only on the results of their learning, but also on the process of learning , but also on the process of learning itself (Artelt et al., 2003)

2.5.2. Roles of Teachers in Promoting Independent Learning.

There are a host of metaphors used for the role of teachers in facilitating independent learning .The most common metaphors consider teachers as coaches (Allan et al, 1996; Van Grinsven and Tillema; 2006), mentors (Malone and Smith, 1996) and guides (Bishop,2006) .These metaphors focus on teachers understanding how learners think and learn and guiding them towards independent learning .The British writer Malone and Smith (1996) emphasize that it is essential for teachers to consider individual learners rather than the class as a whole. The role of teachers as mentors involves teachers depending on their enthusiasm about a top to learners and encouraging learners to make enquires for themselves. Therefore teachers should provide opportunities for learners to make those enquire, for example by encouraging learners to ask challenging questions. This may increase learners desire to be coached.

2.5.2.1 Motivating Learners

An important role teacher can play in motivating learners has been identified by a number of writers. For example, the UK and international authors stress the importance of teachers motivating learners are very crucial for independent learning, (Van Grinsven and Tillema, 2006; Birenbaum, 2002). According to the British writers, Malone and Smith (1996) motivation within the classroom is based on learners developing interest and involvement. Teachers can promote motivation by ensuring that success recognized and praised. It is important for teachers to allow all learners to be successful at times, by making sure that some tasks are easy. Malone and Smith suggest that teachers should foster motivation by sharing the purpose of lessons with learners and stating the long-term goals. However, Malone and Smith suggest that while it is important for teachers to share the long term goals with learners, if this is the case teachers to identity if learners cannot immediately achieve goals if this is the case teachers should set immediate targets for learners so that their interest is sustained .

It also possible to develop learners motivation by ensuring that tasks are given during independent learning are based on realistic scenarios that learners can relate to in their everyday lives, in order to achieve these realistic scenarios the US-based writers Marx et.al. (1997, cited in Paris and Paris, 2001) propose that classroom activities should be based on projects that are organized around a key question that is meaningful, worthwhile and feasible.

2.5.3.2. Using ICT

Independent learning is facilitated by ICT for school-age children an under-researched subject within the UK literature. There is some evidence from the General Teaching council for England (2007), concerning the potential importance of ICT for the promotion of independent learning.

The General Teaching Council for England documents a research project that investigates the use of ICT for transforming teaching and learning in schools. The aim of this project was to change the traditional roles of teachers and learners by enabling learners to learn more autonomously

Initially the teacher presented learners with the learning goals, which were generally taken from the National Curriculum. Learners were then asked how they would like to work towards this goal. This included the teacher giving learners with a variety of ICT tools such as the internet, electronics, white boards and video equipment.

This project demonstrates the possible importance of ICT for independent learning since it provided the tools for learners to increasingly take over responsibility for their own learning. This allows for a change in how both learners and teachers approach learning.. Essentially, this project also demonstrates how teachers can act as facilitators within the classroom, by helping learners in the use of ICT and therefore in the development of learners' independent learning.

Lim and Chai (2004), proposes five strategies that teachers should use to orient learners towards independent learning.

- First teachers should give an introduction session for ICT tools
- Teachers should provide students an overview of topics to be covered and link these topics to previous ones.
- Teachers should give worksheets and check lists so that learners can finish their tasks at their own pace
- Teachers should support learners to speak among themselves and participate in communication about their learning
- Teachers should give tools for post-interactive reflection. This reflection should include teachers linking concepts learnt to the next lesson.

As Lim and Chai (2004) conclude that the importance of teachers' role in promoting independent learning may be compromised if teachers do not have enough experience in using ICT or if teachers do not given enough support from schools to gain that experience. Therefore, it appears that the use of ICT for independent learning necessitates careful mediation, both by teachers and by Schools.

The use of ICT for the promotion of independent learning may be particularly important for challenging learns. The British writer, Seary (2004) argues for the greater use of ICT to help the learning of truant and otherwise disaffected children. Computer programs with functionalities .Computer programs functionalities for differentiation and assessment are particularly useful here as they allow children, working remotely from the teacher to promote at their own pace and appropriate tasks and obtain assessments of their progress. The teacher plans the scheme of work and establishes parameters and the computer assesses the activity according to the parameters.

2.5.3.3 Using an Integrated Approach.

According to the Dutch writer Boekaerts (1997) calls into evidence several intervention studies that indicate how teachers can use an integrated approach to the promotion of independent learning. The studies mentioned by Boekaerts' are based mainly in the Netherlands and engage learners in the experimental groups being taught one or more cognitive strategies and being provided with various forms of scaffolding . Reading comprehension, mathematics, and physics are included domains. The role of the teacher was shifted from an expert transmitting declarative and procedural knowledge to that of a 'coach' supporting learners to gain the cognitive strategies necessary for operating on domain specific knowledge. The studies are found that when children are encouraged to solve problems while simultaneously reflecting on their own problem solving process they can obtain metacognitive knowledge and skills that leading to higher performance on curricular tasks in the same domain.

2.6. How School can Promote Independent Learning

Wilson, 2000;Artelt et.al , (2003) the UK and international literature stress that the promotion of independent learning necessitates a whole school approach to be successful for it is essential for teachers to be supported (Black , 2007 ; Lucas et. al ,2002) .Moreover , schools can promote independent learning by providing study support to their learners (Sharp et. al , 2002) . It is suggested by the US based writers Cleary and Zimmerman (2004), a self -regulation empowerment program, which is a comprehensive program that schools can adopt to develop self-regulated

learners in step-by-step manner. Considering the importance of learners being actively engaged in independent learning the British writers Whitehead and Clough (2004) argue for the importance of Education Action Zones (EAZs) in giving for schools to become more aware of the needs of learners.

2.6.1. Support for Teachers.

Many writers state that the whole school approach is only applicable if schools give enough support for teachers (Black, 2007; Lucas et, al, 2002). As the British writer Macbeth (1993), argues that supporting teachers in implementing independent learning is the most vital factor in determining its success.

2.6.2 Study Support

According to the British writers Sharp et.al, (2002) suggest that an important way in which schools can promote independent learning is by providing study support. Study support is defined as a range of learning activities taking place outside school hours. Sharp et, al. identified two main reasons why study support contributes to learning, it leads to learners acquiring knowledge and skills, and also leads to their personal development

2.7. Self-Regulation Empowerment Program (SREP)

According to US based writers Cleary and Zimmerman (2004) propose a self- regulation empowerment program that middle schools can use to apply Zimmerman's (2002) self-regulation theory aims to empower learners by increasing their knowledge of learning strategies and consists of two primary components. First, diagnostic assessment indicates that it is essential to ask specific, context based questions that will provide information about learners' range of learning strategies. Secondly, the process of developing the self-regulated learner aims to change the identified deficits into strengths. This is achieved in three steps; empowerments, provision of learning strategies and the cyclical feedback loop.

- -Empowerment refers to making it clear to learners that academic success is under their control
- -Provision of learning strategies aims to promote learners' range of learning strategies.

- -The cyclical feedback loop engages teaching learners how to use their newly learnt learning strategies in a cyclical, self-regulated way. According to Cleary and Zimmerman anecdotal evidence suggest that the model has positive effects on learner achievement and motivation. However, there is several limitation of the SREP. Importantly, it does not engage a set of specific procedures that can be rigidly applied to all learners in the same manner. When using the program learners' individual characteristics must therefore be taken into account this may be very difficult to achieve in practice.

2.8. The Role of Assessment

The literature indicates that both formative and summative assessments are important for independent learning. Formative assessment contributes to the process of learning and summative assessment demonstrates the outcomes of independent learning. It seems that the use of both these forms of assessments may promote independent learning.

2.9. Challenges in implementing independent learning and suggested solutions

The literature identifies a number of challenges in implementing independent learning and also suggests some solutions.

One of the main challenges is the teacher perception that the delivery of the National Curriculum requires some whole class teaching approach. The literature suggests that this may restrict the opportunity for independent learning because it is teacher directed rather than fostering learners 'engagement in and responsibility for their own learning.

Another challenges is that teachers' perception of how learners learn may not correspond to the conceptualization of independent learning This may pose a barrier to the implementation of independent learning since some teachers do not perceive learners can learn independently . The barrier could be overcome by supporting teachers and ensuring that they understand independent learning does not undermine their role as teachers

A further challenge is that learners may resist the introduction of independent learning or may abuse the freedoms associated with its introduction, which makes the implementation of independent learning impossible. To overcome this barrier it is necessary for independent learning to be appropriately planned and structured. This involves supporting teachers and adopting a whole school approach.

The use of ICT for independent learning may prove challenging since it requires time and effort to create appropriate resources. It is suggested this barrier could be overcome by designers ensuring that they consult learners and involve them in the production of ICT resources. This would ensure that ICT resources are appropriate and may provide opportunities for teachers and learners to learn collaboratively.

Last but not least, another challenge is that the level of parental support that learners receive for school work is linked to their socio-economic background. Therefore independent learning may benefit learners from a more advantaged socio-economic background more than learners from a less advantaged socio-economic background. These challenges could be managed by establishing strong links between schools and parents.

2.10. Understanding the Quality of out of Class English Learning.

According to Weimin Zhu and Gang Gong (2010), state that out of class learning constitutes an important context for human development, and active engagement in out of class activities is associated with successful language development. Study shows that out of class learning composed of diversified constituents that met the varied needs in language learning and complemented in class learning by combining a balance between focus on meaning and focus on form were positively associated with good English grades, English Language learning efficacy, and enjoyment. It also found that parents and teachers were significant sources of influence on the quality of students' out of class learning. According to Inozu (2010) and Pearson (2004) out of class learning plays a significant role in language learning. As Richards (2009), identifies, Northern European countries like Sweden and Finland showed greater English language achievement than their counterparts like Spain, Italy, South Korea, and Japan. He attributed this difference to the frequent use of excessive English media (eg. TV program and movies), and the lack of exposure to authentic English outside their English classrooms among the latter. Similarly, Nunan (1991) point out that learner who achieves high levels of English proficiency often attributes their success to out of class learning. According to Larsson (2012) examined the effect of out of school English language activities on students' scores in the National Test of English in Sweden and found that students who were not involved in out of school English language tended to obtain lower grades in the test than students who did involve in out of class learning. These studies convey a consistent message that the degree to which individual learners engage in out of class learning is associated with their language learning outcomes.

CHAPTER THREE METHODOLOGY

3.1. Introduction

This chapter deals with the research methods that were used in this study. It discussed research design participants of the study, sampling techniques, data gathering instruments development and data analysis used in carrying out the study.

3.2. Research Design

The main aim of this study was to assess the major challenges of implementing independent learning among grades nine and ten students. In this study, descriptive survey design involving both qualitative and quantitative techniques was employed. Sharman (2000) describes that a descriptive survey is useful to identify present conditions and point to present needs. In addition it is useful in showing immediate status of a phenomenon.

3.3. Participants of the Study

The participants were drawn from the total of 1252 students. . Out of these students, thirty percent of (N _376) were 9th and 10thgrades students who learn in two high schools, namely Serbo and Bulbul High Schools. Moreover ten English teachers who teach English in grades 9 and 10 (10 teachers both from Serbo and Bulbul High Schools) in Kersa Wereda were included.

3.4. Sampling Techniques

A Purposive sampling technique has been employed to select the two schools. The two schools were deliberately selected to be the setting of the study because the schools are relatively near to the work place of the researcher and are accessible to collect the data for the study. There are ten sections of grade nine and ten sections of grade 10 in Serbo and two sections of grade 9 and two sections of grade 10 in Bulbul High School and totally 1252 students available in both sample schools. Out of 1252 students thirty-percent (376 students) would be taken as target population. Because to maximize the number of participant and ensure better representation. Random sampling techniques were employed to choose a sample of students from all 24 sections. There are 10 English teachers who teach English in grades 9 and 10 in both sample schools (Serbo and Bulbul High Schools). Thus, comprehensive sampling technique is used to select all ten available English language teachers in Serbo and Bulbul high schools in Kersa Woreda so as to distribute the teachers' questionnaire. And also continues classroom observation would be conducted in all sections at least two times.

3.5. Data Gathering Instruments

In order to collect the required data for this study, three types of data collecting tools namely, questionnaire, classroom observation, and interview were used as the data collecting instruments.

3.5.1. Questionnaires

Best and Kahan (1989) and Sharma (2000) state that a questionnaire enabled a researcher to collect data from large groups of individuals within a short period of time; and it is also easy to administer to a number of subjects in one place at a time. Thus, two sets of questionnaires (one for students and another for teachers) were designed and administered, as the main data collecting tool, to collect the necessary data from the respondents.

A. The student's questionnaires

The student's questionnaire contained 75 items. The items are divided under five categories in the questionnaires. Part one is yes or no question (about Past Language Experience). Part two deals with believes about Language Learning (6 likert scale from strongly agree to I don't know) .Under part three Self- concept of Competence in Learning English (likert scale from Excellent to Very Poor) were included. Part four deals with attitudes to Autonomous Language Learning (likert scale from strongly agree to I don't know). In part five Motivation in Language Learning (likert scale from completely agree to Not true at all)is treated. Generally speaking, the students' questionnaire was intended to get information on factors hinder the development of independent learning in classroom. Since the researcher feels that the students may not adequately understand and respond to the questions, so the students' questionnaire was translated into Afan Oromo in order to enable them fill the questionnaires appropriately

B. The teachers' questionnaires

The teachers' questionnaire contained both open-ended and close ended questions; and it is divided into three parts, one aimed at gathering the teachers' background information (their age, qualification and so on).the items in part two of teachers' questionnaire were prepared based on yes or no question 'about independent learning in TEFL classes, ways of implementing independent learning. The last part of the teachers' questionnaire (part three) concerned with skills in implementing independent learning and impediments that hamper the development of independent learning in TEFL classes in the sample schools. In this part, the teachers were asked whether or not they teach / enable their students to engage in independent learning. In doing so , part three of the teachers' questionnaire is intended to find out answers to the specific research questions identified in chapter one viz. " How

independent learning practically implemented in English classrooms ?". The items in part three were developed based on the five points verbal frequency scale ranging from 'Always to Never ; whereas in part four (open ended) what are the impediment that is student related factors, school related factors, problem related to teachers themselves, and others problems that hamper the development of independent learning in the classrooms were asked' To check the content validity, logical flow and clarity of items in the teachers' questionnaire, the questionnaire was pre-tested in Serbo Secondary school , using four English language teachers who teach English at grade nine and ten in the school. The researcher conducted the pilot study on grades nine and ten English teachers in this school because all the ten grade nine and ten English teachers in the two sample schools were selected to fill in the teachers' questionnaire. On the other hand, the students' questionnaire was pre-tested in the two sample schools using 10 students (2and 8 students from Bulbul and Serbo school respectively) who were randomly selected from grades nine and ten sections. The insights gained from the pilot study helped the researcher to cross out ambiguous items and to modify the instructions and alternatives of some questions.

3.5.2. Observation

According to Best and Kahan (1989), observation gives the first-hand account of situations under study; and when combined with other data collecting toolkit allows for a holistic interpretation of the situations which are being studied. And also Robson (2002) further states that data from direct observation contrast with and can often usefully complement information obtained by virtually any other techniques. To this end, the researcher will prepare classroom observation checklist in order to collect additional data and substantiate the results obtained through questionnaires. The checklist has four parts focusing on: teachers' role during implementing / activities, group discussion, peer assessment and so forth during teaching learning process and factors that hinder implementing independent learning. The checklist is prepared based on the review of related literature made in Chapter Two.

As indicated 3.4 above, ten English teachers who teach English in grades nine and ten in the sample schools (Serbo and Bulbul) were selected for observation, and each of them will be observed two times. Thus, the researcher would carry out 18 observations in order to observe how independent learning conducted (group discussion, peer and self-assessment), participation of students in classrooms and to observe whether chances were given to students to learn by themselves and the observations were made without disturbing the teaching and learning process, in any way. This is to say that the researcher took the position where his presence did not disturb the classes. The observations were carried out before the teachers' and students' questionnaires would have been distributed in the schools.

3.5.3. Interview

Interview is useful to extract or secure personal characteristics that individuals have on the problems our study areas may possess than what was mentioned on the questionnaire. Therefore, it is constructive tool of getting new information, novel ideas and personal understandings of the situation. It also helped us to clearly put magnitude and severity of the problems in very clear and recognized way. Semi structured interview was prepared to collect data from teachers and students..

3.6. Data Analysis

The data were analyzed using both quantitative and qualitative methods of data analysis. This means that the data obtained through the questionnaires were organized under similar Category and analyzed quantitatively by using tabular method and frequency. That is to say the collected data was tabulated and simple statistical techniques which were percentage and mean values were used for numerical interpretation. The percentages were used to show the proportion of the response; whereas the weighted means were computed to describe the characteristics of the given items. The data gathered through classroom observation check list and teachers and students interview narrated in an intermingled with collected data through questionnaires. Finally based on findings, conclusions and recommendations were made.

3.6. Ethical Considerations

Before collecting data for this study, the researcher asked Jimma University to write cooperative letter to Serbo and Bulbul high schools. Then the researcher brought the letter to the mentioned schools and asked the schools for permission. The schools allowed the researcher and to contact English teachers through department heads. After a while the researcher met English teachers and told his purpose. He made an appointment with teachers to be conduct classroom observation. Class room observations were made without disturbing the teaching and learning process, in any way. This is to say that the researcher took the position where his presence did not disturb the classes. The observations were carried out before the teachers' and students' questionnaires would have been distributed in the schools. Regarding students the researcher asked them for their cooperation to fill the questionnaire and then the learners willingly filled the questionnaire. The work taken from other sources fully acknowledged.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Findings: The main objective of this Findings was to answer major challenges of implementing independent learning; to investigate how teacher's support independent learning; to investigate how can teacher implement learning; and to what extent independent learning practically implemented in English classes.

In the next section, the data collected using questionnaire, interview, and observation are analyzed.

The data from questionnaire, interview and observation were analyzed separately. Analysis of data from questionnaire was analyzed under five heading part one past language experience, part two beliefs about language, part three self-concept about language learning, part four attitude to autonomous language learning, and part five motivation in language learning. While the teacher responses to the open ended questions were narrated. '

4.1.1 Students' Questionnaire

4.1.1.1. Past Language Experience.

In the following table, respondents responses were analyzed about their past language and experiences as follows.

Table 1: Students Responses Regarding past Language Experience.

Table 4.1.1.1.

Question		Frequency	Percent	Valid percent	Cumulative percent
1. Did you enjoy English?	Yes	319	84.8	84.8	84.8
	No	57	15.2	15.2	100.0
	Total	376	100.0	100.0	
2. Did most of your English teachers always explain every point to you?	Yes	292	77.7	77.7	77.7
	No	84	22.3	22.3	100.0
	Total	376	100.0	100.0	
3. Did any of your English teachers ever ask for your opinion about what to do in the lesson?	Yes	245	65.2	65.2	65.2
	No	131	34.8	34.8	100.0
	Total	376	100.0	100.0	
4...Did any of your English teachers ever ask you about the ways in which you like to learn?	Yes	193	51.3	51.3	51.3
	No	183	48.7	48.7	100.0
	Total	376	100.0	100.0	
5..Did you often use materials (e.g., newspapers, web sources, movies) other than textbooks in the English classes	Yes	115	30.6	30.6	30.6
	No	261	69.4	69.4	100.0
	Total	376	100.0	100.0	
6. Did any of your English teachers ever ask you to decide what to do in the English classes?	Yes	209	55.6	55.6	55.6
	No	167	44.4	44.4	100.0
	Total	376	100.0	100.0	
7. Did you have to guess rules/ meanings yourself?	Yes	287	76.3	76.3	76.3
	No	89	23.7	23.7	100.0
	Total	376	100.0	100.0	

From the total of 376 students who gave responses to the question given under past language learning experiences for q.(2) Did most of your English teaches always explain every point to you concerned, 292(77.7%) replied t 'yes' and only 84(22.3%) replied 'no'. This shows that more than three fourth of respondents (77.7%) depend on teacher. In other words the students do not attempt to do activities by

themselves.. The classroom observation and interviewee responses revealed that the teachers did not give chances to them to learn on their own. Richards (2002), learner autonomy is in language teaching, the principles that learners should be encouraged to assume a maximum amount of responsibility for what they learn and how learn it. This will be reflected in approaches to need analysis, content selection, and choice of teaching materials and learning methods. Whereas, student center teaching is a method of teaching which indicates the active participation of learners; try to give learners more control over what and how they learn; and encourage learner to take more responsibility for their Owen learning.

Concerning using authentic materials q.(5) is concerned, 115(30.6%) replied ‘yes’ but 281(69.4%) replied ‘no’. These reveal that 69.4% of students do not use authentic materials in English classes. The classroom observation and interview responses also showed that the teachers did not use authentic materials in English classes. Richards (2002), authentic materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching material. Generally, every point always explained to students by teachers and did not use authentic materials in English classes are identified as the main problems.

4.1.1.2. Beliefs about Language Learning

Table 2 Students Responses Regarding Beliefs about Language Learning.

I don't know (0) strongly disagree (1) disagree (2) neutral (3) agree (4) strongly agree (5)

Table 4.1.1.2.:1

Questions		Frequency	percent	Valid percent	Cumulative percent
8.Some people are born with a special ability which helps them learn English	I don't know	51	13.5	13.5	13.6
	strongly disagree	57	15.2	15.2	28.7
	disagree	66	17.6	2.4	46.3
	neutral	9	2.4	28.7	.48.7
	agree	108	28.7	22.6	77.4
	strongly agree	85	22.6	100.0	100.0
	Total	376	100.0		
9.The most successful speakers of English have discovered how to improve their	I don't know	32	8.5	8.5	8.5
	strongly disagree	12	3.2	3.2	11.7
	disagree	45	12.0	12.0	23.7
	neutral	39	10.4	10.4	34.0
	agree	150	38.9	38.9	73.9

ability to learn it	strongly agree	98	26.1	26.1	100.0
	Total	376	100.	100.0	
10.I believe that I will ultimately learn to speak English very well	I don't know	39	10.4	10.4	10.4
	strongly disagree	9	2.4	2.4	12.8
	disagree	36	9.6	9.6	22.3
	neutral	21	5.6	5.6	27.9
	agree	130	34.6	34.6	62.5
	strongly agree	141	37.5	37.5	100.0
	Total	376	100.0	100.0	
11.The role of the teacher is to create opportunities for me to practice	I don't know	30	8.0	8.0	8.0
	strongly disagree	18	4.8	4.8	12.8
	disagree	45	12.0	12.0	24.7
	neutral	24	6.4	6.4	31.1
	agree	131	34.8	34.8	66.0
	strongly agree	128	34.0	34.0	100.0
	Total	376	100.0	100.0	
12. Genius in English language learning is 10% ability and 90% hard work.	I don't know	57	15.2	15.2	15.2
	Strongly disagree	12	3.2	3.2	18.4
	disagree	42	11.2	11.2	29.5
	neutral	37	9.8	9.8	39.4
	agree	132	35.1	35.1	74.5
	strongly agree	96	25.5	25.5	100.0
	Total	376	100.0	100.0	

Regarding some people are born with a special ability which helps them to learn English q. (8).is concerned,51(13.6%), 57(15.2%), 66(17.6%) of respondents replied I do not know, ,strongly disagree, disagree respectively, But the majority of them 108(28.7%) agree, and 85(22.6%) strongly agree. From these results, we can see that 51.3% of students believe some people are born with special ability to learn English. Richards (2002), language learning is the learning and development of a person's language. Learning is to mean a conscious process involving the study of explicit rules of language and monitoring one's performance, as it often typical of classroom learning in a foreign language context. Acquisition refer to a non-conscious process of rule internalization resulting from exposure to comprehensible input when the learner's attention is on meaning rather than form, as is more common in second language context. Still other use "acquisition" only with reference to the learning of one's first language. Generally, learning is the process by which change in behavior, knowledge, skills, etc. Comes about through practice, instruction or experience, and the result of such a process.

Table: 4.1.1, 2.2

question		Frequency	percent	Valid percent	Cumulative percent
13. You shouldn't say anything in English until you can say it correctly.	I don't know	29	7.7	7.7	7.7
	strongly disagree	153	40.7	40.7	48.4
	disagree	80	21.3	21.3	69.7
	neutral	36	9.6	9.6	79.3
	agree	27	7.2	7.2	86.4
	strongly agree	51	13.6	13.6	100.0
	Total	100	100.0	100.0	
14. I am responsible for finding my own ways of practicing	I don't know	15	4.0	4.0	4.0
	strongly disagree	24	6.4	6.4	10.4
	disagree	36	9.6	9.6	19.9
	neutral	51	13.6	13.6	33.5
	agree	132	35.1	35.1	68.6
	strongly agree	118	31.4	31.4	100.0
	Total	376	100.0	100.0	
15. The role of the teacher is to tell me what my difficulties are	I don't know	18	4.8	4.8	4.8
	strongly disagree	54	14.4	14.4	19.1
	disagree	54	14.4	14.4	33.5
	neutral	40	10.6	10.6	44.1
	agree	113	30.1	30.1	74.2
	strongly agree	97	25.8	25.8	100.0
	Total	376	100.0	100.0	
16. It is important to repeat and practice a lot	I don't know	12	3.2	3.2	3.2
	strongly disagree	24	6.4	6.4	9.6
	disagree	41	10.9	10.9	20.5
	neutral	43	11.4	11.4	31.9
	agree	138	36.7	36.7	68.6
	strongly agree	118	31.4	31.4	100.0
	Total	376	100.0	100.0	
17. The role of the teacher is to help me learn effectively	I don't know	9	2.4	2.4	2.4
	strongly disagree	54	14.4	14.4	16.8
	disagree	34	9.0	9.0	25.8
	neutral	57	15.2	15.2	41.0
	agree	122	32.4	32.4	73.4
	strongly agree	100	26.6	26.6	100.0
	Total	376	100.0	100.0	

As far as the role of the teacher is to tell me what my difficulties q. (15) is concerned, 18(4.8%), 54(14.4%), and 54(14.4%) respondents replied I do not know, strongly disagree and disagree respectively. However the majority of the students 113(30.1%) agree and 97(25.8%) respondents replied strongly agree. This shows that 55.9% of respondents wanted the teacher to tell them their difficulties. However, 54(14.4%) respondents replied strongly disagree and 54(14.4%) disagree. This means that only 28.8% of respondents against the role of the teacher to tell them their difficulties. The remaining 55.9% of students are depending on a teacher.

In replying the role of the teacher is to help me learnt effectively q. (17) is concerned, out of 376 respondents 54(14.4%) and 34(9.0%) replied strongly disagree and agree respectively. . But the majority of students 122(32.4%) replied agree and 100 (26.6. %) strongly agree. This shows that more than half (59.0%) need teachers help to learn effectively. Whereas only23.4% of respondents did not need teachers' help to learn effectively

Table: 4.1.1.2.3

Question		Frequency	Percent	Valid percent	Cummulative percent
18.I am responsible for checking my work for mistakes.	I don't know	3	.8	.8	.8
	strongly disagree	12	3.2	3.2	4.0
	disagree	9	2.4	2.4	6.4
	neutral	18	4.8	4.8	11.2
	agree	153	40.7	40.7	51.9
	strongly agree	181	48.1	48.1	100.0
19. Making mistakes is harmful in language learning.	Total	376	100.0	100.0	
	I don't know	30	8.0	8.0	8.0
	strongly disagree	109	29.0	29.0	37.0
	disagree	54	14.4	14.4	61.3
	neutral	22	5.9	5.9	67.2
	agree	78	20.7	20.7	87.9
strongly agree	83	22.1	22.1	100.0	
Total	376	100.0	100.0		

20. The role of the teacher is to decide how long I spend on activities.	I don't know	9	2.4	2.4	2.4
	strongly disagree	105	27.9	27.9	30.3
	disagree	98	26.1	26.1	56.4
	neutral	33	8.8	8.8	65.2
	agree	77	20.5	20.5	85.6
	strongly agree	54	14.4	14.4	100.0
Total	376	100.0	100.0		
21. The role of the teacher is to tell me what progress I am making	I don't know	9	2.4	2.4	2.4
	strongly disagree	21	5.6	5.6	8.0
	disagree	74	19.7	15.4	19.7
	neutral	58	23.9	15.4	43.1
	agree	90	33.0	23.9	67.0
	strongly agree	124	100.0	33.0	100.0
Total	376		100.0		
22. Good language learners have to identify their strengths and weaknesses	I don't know	15	4.0	4.0	4.0
	strongly disagree	27	7.2	7.2	11.2
	disagree	9	2.4	2.4	13.6
	neutral	49	13.0	13.0	26.6
	agree	102	27.1	27.1	53.7
	strongly agree	174	46.3	46.3	100.0
Total	376	100.0	100.0		

Regarding the role of the teacher is to tell me what progress I am making q. (.21) is concerned, the majority 124(33.0%) and 90(23.9%) of respondents replied strongly agree and agree respectively. However 21(5.6%) students replied strongly disagree and 74(19.7%) replied disagree. This study revealed that the majority of (56.9%) expected the teacher told them what progress they were making In other words the majority of students could not evaluate their progress by themselves. However only 25.3% of students did not expect the teacher told them the progress they made or they can evaluate their progress by themselves.

Table: 4.1.1.2.4

		Frequency	percent	Valid percent	Cumulative percent
23. I need to know language rules before I can communicate in English.	I don't know	18	4.8	4.8	4.8
	Strongly disagree	9	2.4	2.4	7.2
	Disagree	60	16.0	16.0	23.1
	neutral	37	9.8	9.8	33.0
	Agree	89	23.7	23.7	56.6
	strongly agree	163	43.4	43.4	100.0
		376	100	100.0	
24. I am responsible for planning my own learning.	I don't know	18	4.8	4.8	4.8
	Strongly disagree	9	2.4	2.4	7.2
	disagree	12	3.2	3.2	10.4
	neutral	37	9.8	9.8	20.2
	Agree	116	30.9	30.9	51.1
	strongly agree	184	48.9	48.9	100
	Total	376	100.0	100.0	
25 Having my work evaluated by others is scary	I don't know	24	6.4	6.4	6.4
	Strongly disagree	120	31.9	31.9	38.3
	disagree	67	17.8	17.8	56.1
	neutral	24	6.4	6.4	62.5
	Agree	77	20.5	20.5	83.0
	strongly agree	64	17.0	17.0	100.0
	Total	376	100.0	100.0	
.26. Good language learners will set learning goals for themselves	I don't know	12	3.2	3.2	3.2
	Strongly disagree	27	7.2	7.2	10.4
	Disagree	18	4.8	4.8	15.2
	neutral	27	7.2	7.2	22.3
	Agree	143	38.0	38.0	60.4
	strongly agree	149	39.6	39.6	100
	Total	100.0	100,0	100,0	
		376			
27. Different people learn languages in different ways	I don't know	30	8.0	8.0	8.0
	Strongly disagree	18	4.8	4.8	12.8
	disagree	12	3.2	3.2	16.0
	neutral	42	11.2	11.2	27.1
	Agree	153	40.7	40.7	67.8
	strongly agree	121	32.2	32.2	100.0
	Total	376	100.0	100.0	

28. The role of the teacher is to explain why we are doing an activity	I don't know	21	5,6	5,6	5,6
	strongly disagree	87	23,1	23,1	28,7
	disagree	69	18,4	18,4	47,1
	neutral	42	11,2	11,2	58,2
	Agree	78	20,7	20,7	79,0
	strongly agree	79	21,0	21,0	100,0
Total	376	100,0	100,0		

Concerning I need to know language rules before I can communicate in q. (23) is concerned, only 9(2.4%) and 60(16.0%) of students replied strongly agree and agree respectively. Whereas the majority of students 163(43.4%) replied strongly agree and 89(23.7%) agree. This indicates that more than 67% of students have no confidence to communicate in English before mastering rules. But only 18.4% of students have no self-confidence to communicate in English before mastering English rules. In other words students believe that mastering rules before communication enable them to communicate in English. Richards (2002), practice in general, the building up of a skill through repetition or repeated exposure. In language learning, each skill requires practice so as to establish fluency in the sense of the smooth operation of psycholinguistic processes.

Table: 4.1.1.2.5

Question		Frequency	percent	Valid percent	Cumulative percent
.29.Making mistakes is a natural part of language learning	I don't know	12	3.2	3.2	3.2
	strongly disagree	21	5.6	5.6	8.8
	disagree	21	5.6	5.6	14.4
	neutral	41	10.9	10.9	25.3
	Agree	132	35.1	35.1	60.4
	strongly agree	149	39.6	39.6	100.0
Total	376	100.0	100.0		
30.Having my work evaluated by others is helpful	disagree	30	8.0	8.0	17.3
	disagree	11	2.9	2.9	23.7
	neutral		6.4	6.4	53.5
	Agree	24	6.4	6.4	100.0
	strongly agree	24	29.8	29.8	
	Total	112	46.5	46.5	
	175	100.0	100.0		
	376				

31.I know best how well I am learning	I don't know	27	7.2	7.2	7.2
	strongly disagree	36	9.6	9.6	16.8
	disagree	45	12.0	12.0	28.7
	neutral	68	18.1	18.1	46.8
	Agree	96	25.5	25.5	72.3
	strongly agree	104	27.7	27.7	100.0
Total	376	100.0	100.0		
32. The role of the teacher is to offer help to me.	I don't know	30	8.0	8.0	8.0
	strongly disagree	27	7.2	7.2	15.2
	disagree	33	8.8	8.8	23.9
	neutral	22	5.9	5.9	29.8
	Agree	108	28.7	28.7	58.5
	strongly agree	156	41.5	41.5	100.0
Total	376	100.0	100.0		
33. The role of the teacher is to set my learning goals.	I don't know	24	6.4	6.4	6.4
	strongly disagree	40	10.6	10.6	17.0
	disagree	54	14.4	14.4	31.4
	neutral	39	10.4	10.4	41.8
	Agree	113	30.1	30.1	71.8
	strongly agree	106	28.2	28.2	100.0
Total	376	100.0	100.0		
34. Good language learners will measure their language learning progress.	I don't know	30	8.0	8.0	8.0
	strongly disagree	9	2.4	2.4	10.4
	disagree	19	5.1	5.1	15.4
	neutral	36	9.6	9.6	25.0
	Agree	133	35.4	35.4	60.4
	strongly agree	149	39.6	39.6	100.0
Total	376	100.0	100.0		

Regarding to the role of the teacher is to offer help me q. (32) is concerned, the majority of students 108(28.7%)and 156(41.5%) respondents replied strongly agree and agree respectively. But only 27(7.2%) and 33(8.8%) respondents replied strongly disagree and disagree respectively. This shows that more than 70% of respondents replied that offering to help them is teacher's role. This means that the majority of students expected offer from their teachers. Whereas only 60(16%) of respondents strongly disagree and disagree about the role of the teacher to offer them help. This shows that only 16% of students do not dependent on teachers' offer to help them.

From the total of 576 who gave responses to the role of the teacher to set my learning goal q.(33) is concerned, the majority of students 113(30.1%) and 106(28.2%) replied agree and strongly agree respectively.. The result shows that the majority of students 58.3% do not set their own learning goals. However, only 40(10.6%) and 54(14.4%) respondents replied strongly disagree and agree respectively. This shows that 25%of students set their own learning goals. Richards (2002), setting goal is the theory that people are more motivated to accomplish a task when they have clear, specific, and difficult but achievable goals than they are when they have no clear goals or goals that are too easy.

4.1.3. Self-concept of Competence in Learning English

Table 4.1.3.1: Students Responses Regarding Self- Concept of Competence in Learning English.

Their responses are presented in the table below.

Very poor (1) Poor (2) Good (3) Very Good (4) Excellent (5)

Question		Frequency	Percent	Valid percent	cumulative percent
35. My Standard of English is	Very poor	24	6.4	6.4	6.4
	Poor	42	11.2	11.3	17.7
	Good	184	48.9	49.3	67.0
	Very Good	51	13.6	13.7	80.7
	Excellent	72	19.1	19.3	100.0
		373	99.2	100.0	
	3	.8			
	376	100.0			
36. My level of self-confidence in learning English is	Very poor	23	6.1	6.1	6.1
	Poor	61	16.2	16.2	22.3
	Good	144	38.3	38.3	60.6
	Very Good	51	13.6	13.6	4.2
	Excellent	97	25.8	25.8	100.0
	Total	376	100.0	100.0	
37. My ability to learn English is	Very poor	21	5.6	5.6	5.6
	Poor	67	17.8	17.8	23.4
	Good	165	43.8	43.8	67.3
	Very Good	45	12.0	12.0	79.3
	Excellent	78	20.7	20.7	100.0
	Total	376	100.0	100.0	

38. My ability to learn English outside the classroom on my own is	Very poor	24	8.4	8.4	6.4
	Poor	90	23.9	23.9	30.3
	Good	124	33.0	33.0	63.3
	Very Good	63	16.8	16.8	80.1
	Excellent	75	19.9	19.9	100.0
		376	376	376	
39. My level of success as a language learner is	Very poor	36	9.6	9.6	9.6
	Poor	65	17.3	17.3	26.9
	Good	160	42.6	42.6	69.4
	Very Good	42	11.2	11.2	80.6
	Excellent	73	19.4	19.4	100.0
	Total	376	100.0	100.0	
40. My ability to test myself to see how much I have learned is	Very poor	33	8.8	8.8	8.8
	Poor	81	21.5	21.5	30.3
	Good	96	25.5	25.5	55.9
	Very Good	63	16.8	16.8	72.6
	Excellent	103	27.4	27.4	100.0
	Total	376	100.0	100.0	

4.1.1.4. Attitudes to Autonomous Language Learning

Table 4: Students Responses Regarding Attitudes to Autonomous Language Learning.

Their responses are presented in the table below.

I don't know (0) strongly disagree (1) disagree (2) neutral (3) agree (4) strongly agree (5)

Table: 4.1.1.4.1.

Question		Frequency	Percent	Valid percent	Cumulative percent
41. To learn English successfully you need a good teacher	I don't know	3	.8	.8	.8
	strongly disagree	15	4.0	4.0	4.8
	disagree	18	4.8	4.8	9.6
	neutral	34	9.0	9.0	18.6
	Agree	105	27.9	27.9	46.5
	strongly agree	201	53.5	53.5	100.0
	Total	376	100.0	100.0	
42. It is important for me to be able to see the progress I make.	I don't know	12	3.2	3.2	3.2
	strongly disagree	18	4.8	4.8	8.0
	disagree	30	8.0	8.0	16.0
	neutral	43	11.4	11.4	27.4
	Agree	126	33.5	33.5	60.9
	strongly agree	147	39.1	39.1	100.0
	Total	376	100.0	100.0	

43.I need the teacher to tell me howI am progressing	I don't know	9	2.4	2.4	2.4
	Strongly disagree	18	4.8	4.8	7.2
	disagree	49	13.0	13.0	20.2
	neutral	35	9.3	9.3	29.5
	Agree	129	34.3	34.3	63.8
	strongly agree	136	36.2	36.2	100.0
	Total	376	100.0	100.0	
44.I have my own ways of testing how much I have learned.	I don't know	21	5.6	5.6	5.6
	Strongly disagree	12	3.2	3.2	8.8
	disagree	20	5.3	5.3	14.1
	neutral	45	12.0	12.0	26.1
	Agree	134	35.6	35.6	61.7
	strongly agree	144	38.3	38.3	100.0
	Total	376	100.0	100.0	
45. Talking to the teacher about my progress is embarrassing for me.	I don't know	24	6.4	6.4	6.4
	strongly disagree	161	40.2	40.2	46.5
	disagree	60	16.0	16.0	62.5
	neutral	24	6.4	6.4	68.9
	Agree	66	17.6	17.6	86.4
	strongly agree	51	13.6	13.6	100.0
	Total	376	100.0	100.0	

Regarding q. (43) is concerned, the majority of students 136 (36.2%) and 129(34.3%) replied strongly agree and agree respectively. This shows that more than two third of students (70.5%) need the teacher to tell them how progress they were made. In other words they are dependent on teachers and did not know their progress by themselves. Whereas only 18(4.8%) and 49(13.0%) replied strongly disagree and disagree respectively. 18(4.8%) and 49(13.0%) of respondents responded strongly disagree and disagree respectively. These shows only 17.8% of students do not need the teacher to tell them the progress they made.

Table: 4.1.1.4.2.

46.I like trying new things out by myself	I don't know	22	5.9	5.9	5.9
	strongly disagree	27	7.2	7.2	13.0
	disagree	49	13.0	13.0	26.1
	neutral	42	11.2	11.2	37.2
	Agree	75	19.9	19.9	57.2
	strongly agree	181	42.8	42.8	100.0
	Total	376	100.0	100.0	
47.I like studying alone	I don't know	28	7.4	7.4	7.4
	Strongly disagree	51	13.6	13.6	21.0
	disagree	72	19.1	19.1	20.2
	neutral	86	22.9	15.4	55.6
	Agree	81	21.5	22.9	78.5
	strongly agree	376	100.0	21.5	100.0
	Total			100.0	
48.I like to look for solutions to my problems by myself	I don't know	15	4.0	4.0	4.0
	Strongly disagree	12	3.2	3.2	7.2
	disagree	25	6.6	6.6	13.8
	neutral	24	6.4	6.4	20.2
	Agree	120	31.9	31.9	52.1
	strongly agree	180	47.9	47.9	100.0
	Total	376	100.0	100.0	
49.I know when I have made an error in English	I don't know	24	6.4	6.4	6.4
	strongly disagree	64	17.0	17.0	23.4
	disagree	60	16.0	16.0	39.4
	neutral	65	17.3	17.3	56.6
	Agree	71	18.9	18.9	75.5
	strongly agree	92	24.5	24.5	100.0
	Total	376	100.0	100.0	
50.I like the teacher to set my learning goals	I don't know	17	4.5	4.5	4.5
	strongly disagree		8.0	8.0	12.5
	disagree	30	10.1	10.1	22.8
	neutral	38	13.6	13.6	36.2
	Agree	51	27.9	27.9	64.1
	strongly agree	105	35.9	35.9	100.0
	Total	135	100.0	100.0	
	376				

Concerning q. (50) is concerned, the majority of students 105(27.9%) and 135(35.9%) agree and strongly agree respectively. This shows 63.8% of respondents depend on teachers in order to set their learning goals. Whereas only 30(8.0%) of students replied strongly disagree and 38(10.1%) agree. This shows 18.1% of respondents do not like the teacher to set their learning goals. Richards (2002),

setting goals help people are more motivated to accomplish a task when they have clear, specific, and difficult but achievable goals than they are when they have no clear goals or goals that are too easy.

Table: 4.1.1.4.3

51.I like the teacher to tell me what my difficulties are.	I don't know	21	5.6	5.6	5.6
	strongly disagree		4.8	4.8	10.4
	disagree	18	8.0	8.0	18.4
	neutral	30	10.4	10.4	28.7
	Agree	38	29.3	29.3	58.0
	strongly agree	110	42.0	42.0	100.0
Total		168	100.0	100.	
	Total	376			
52.I like the teacher to tell me what to do.	I don't know	21	5.6	5.6	5.6
	strongly disagree	30	8.0	8.0	13.6
	disagree	24	6.4	6.4	19.9
	neutral	28	7.4	7.4	27.4
	Agree	117	31.1	31.1	58.5
	strongly agree	156	41.5	41.5	100.0
Total		376	100.0	100.0	
53.The teacher should make me work hard	I don't know	20	5.3	5.3	5.3
	Strongly disagree	21	5.6	5.6	10.9
	disagree	21	5.6	5.6	16.5
	neutral	42	11.2	11.2	27.7
	Agree	129	34.3	34.3	62.0
	strongly agree	143	38.0	38.0	100.0
Total		376	100.0	100.0	
54.I like the teacher to tell me how long I should spend on an activity.	I don't know	23	6.1	6.1	6.1
	strongly disagree	52	13.8	13.8	19.9
	disagree	69	18.4	18.4	38.3
	neutral	48	12.8	12.8	51.1
	Agree	99	26.3	26.3	77.4
	strongly agree	85	22.6	22.6	100.0
Total		376	100.0	100.0	
55.The teacher should always explain why we are doing an activity in class	I don't know	23	6.1	6.1	6.1
	strongly disagree	36	9.6	9.6	15.7
	disagree	58	15.4	15.4	31.1
	neutral	39	10.4	10.4	41.5
	Agree	124	33.0	33.0	100.0
	strongly agree	96	25.5	25.5	
Total		376	100.0	100.0	

As far as q.(52) is concerned, the majority of students 117(31.1%) and 156(41.5%) replied agree and strongly agree respectively. This shows that 72.6% of students like the teacher to tell them what to do.

This means that the majority of students need the teacher to tell them what to do or dependent on teachers. However, only 30(8.0%) of respondents responded strongly disagree and 24(6.4%) disagree. This shows that only 14.4% of students do not like the teacher to tell them what to do. This means that they know what to do themselves.

Concerning the teacher should make me work hard q.(53) is concerned, the majority of students 129(34.3%) and 143(38.0) replied agree and strongly agree respectively. This shows that 72% of respondents responded that the students need the teacher should make them work hard. However, only 21(5.6%) and 21(5.6%) of respondents responded strongly disagree and disagree respectively. This show that only 11.2% of respondents do not expect the teacher should make them work hard.

In responding to the teacher should always explain why we are doing an activity in class q.(55) is concerned, the majority of students 124(33.0%) responded agree and 96(25.5%) replied strongly agree. This shows that most of students (58.5%) dependent on teachers always to explain why they are doing activities in class. In contrast only 36(9.6%) of respondent replied strongly disagree and 58(15.4%) replied disagree. This shows that only (25%) of students do not want the teacher always explain why they are doing activities in class. In other words one fourth of students know why they are doing activities in class.

Table: 4.1.1.4.4.

56.I know what independent learning means	I don't know	42	11.2	11.2	11.2
	strongly disagree	18	4.8	4.8	16.0
	disagree	45	12.0	12.0	27.8
	neutral	39	10.4	10.4	38.3
	Agree	118	31.4	31.4	69.7
	strongly agree Total	114	30.3	30.3	100.0
		376	100.0	100.0	
57.Effective language learners make decisions about their own learning	I don't know	28	7.4	7.4	7.4
	strongly disagree	12	3.2	3.2	10.6
	disagree	36	9.6	9.6	20.2
	neutral	45	12.0	12.0	32.2
	Agree	119	31.6	31.6	63.8
	strongly agree Total	136	36.2	36.2	100.0
		376	100.0	100.0	
58 .Using English outside the classroom is important for	I don't know	23	6.1	6.1	6.1
	strongly disagree	27	7.2	7.2	13.3
	disagree	25	6.6	6.6	19.9

developing good language skills.	neutral	33	8.8	8.8	28.7
	Agree	88	23.4	23.4	52.1
	strongly agree	180	47.9	47.9	100.0
	Total	376	100.0	100.0	
59. I believe feedback on my language learning that I give myself helps me most.	I don't know	43	11.4	11.4	11.4
	strongly disagree	30	8.0	8.0	19.4
	disagree	51	13.6	13.6	33.0
	neutral	48	12.8	12.8	45.7
	Agree	93	24.7	24.7	70.5
	strongly agree	111	29.5	29.5	100.0
Total	376	100.0	100.0		
60.I believe feedback on my language learning from the teacher helps me most	I don't know	33	8.8	8.8	8.8
	strongly disagree	36	9.6	9.6	18.4
	disagree	26	6.9	6.9	25.3
	neutral	48	12.8	12.8	38.0
	Agree	104	27.7	27.7	65.7
	strongly agree	129	34.3	34.3	100.0
Total	376	100.0	100.0		
61.I believe feedback on my language learning from my classmates helps me a lot	I don't know	45	12.0	12.0	12.0
	strongly disagree	39	10.4	10.4	22.3
	disagree	33	8.8	8.8	31.1
	neutral	43	11.4	11.4	42.6
	Agree	96	25.5	25.5	68.1
	strongly agree	120	31.9	31.9	100,0
Total	376	100.0	100.0		

As far as I believe feedback on my language learning from the teacher help me most q.(60) is concerned, the majority of students 104(27.7%) replied agree and 129(34.3%)strongly agree. This means that 62% of students are dependent on teacher or the feedback came from teachers on their language learning help those most. In contrast only 36(9.6%) of students replied strongly disagree and 26(6.9%) disagree. This shows that only 16.5% of students disagree on the feedback which comes from the teachers as the most helpful.

4.1.1.5 Motivation in Language Learning

Table 5: Students Responses Regarding Motivation in Language Learning. Not true at all (1)

True to a little extent (2) True to some extent (3) True to great extent (4) completely true (5)

Table: 4.1.1.5.1.

<i>Question</i>		Frequency	Percent	Valid percent	Cumulative percent
62. Because learning English allows me to experience personal satisfaction in my quest for excellence in my academic studies	Not true at all	18	4.8	4.8	4.8
	True to a little extent	12	3.2	3.2	8.0
	True to some extent	95	25.3	25.3	33.2
	True to great extent	132	35.1	35.1	68.4
	Completely true	119	31.6	31.6	100.0
	Total	376	100.0	100.0	
63. For the high feeling that I experience while using English to express myself and understand things.	Not true at all	28	7.4	7.4	7.4
	True to a little extent	27	7.2	7.2	14.6
	True to some extent	124	33.0	33.0	47.6
	True to great extent	101	26.9	26.9	74.5
	Completely true	96	25.5	25.5	100.0
	Total	376	100.0	100.0	
64 Because I believe learning English will prove my competence in my career.	Not true at all	30	8.0	8.0	8.0
	True to a little extent	24	6.4	6.4	14.4
	True to some extent	114	30.3	30.3	44.7
	True to great extent	129	34.3	34.3	79.0
	Completely true	79	21.0	21.0	100.0
	Total	376	100.0	100.0	
65.I don't know; I can't understand what I am learning in English classes.	Not true at all	59	15.7	15.7	15.7
	True to a little extent	85	22.6	22.6	38.3
	True to some extent	99	26.3	26.3	64.6
	True to great extent	91	24.2	24.2	88.8
	Completely true	42	11.2	11.2	100.0
	Total	376	100.0	100.0	
66 Because I want to have "the good life" later on.	Not true at all	30	8.0	8.0	8.0
	True to a little extent	50	13.3	13.3	21.3
	True to some extent	125	33.2	33.2	54.5
	True to great extent	96	25.5	25.5	80.1
	Completely true	75	19.9	19.9	100.0
	Total	376	100.0	100.0	
67 Honestly, I don't know; I really feel that I am wasting my time in learning English	Not true at all	104	27.7	27.7	27.7
	True to a little extent	86	22.9	22.9	50.5
	True to some extent	66	17.6	17.6	68.1
	True to great extent	86	22.9	22.9	91.0
	Completely true	34	9.0	9.0	100.0
	Total	376	100.0	100.0	
68 For the satisfaction I feel when I am in the process of accomplishing difficult language activities.	Not true at all	40	10.6	10.6	10.6
	True to a little extent	33	8.8	8.8	19.4
	True to some extent	95	25.3	25.3	44.7
	True to great extent	139	37.0	37.0	81.6
	Completely true	69	18.4	18.4	100.0
	Total	376	100.0	100.0	

As far as learning English allow me to experience personal satisfaction in my quest for excellence in my academic studies q.(62)is concerned,18(4.8%)and 12(3.2%)of students replied not true at all and true to a little extent respectively. But 95(25.3%), 132(35.1%), and 119(31.6%) replied true to some extent, true to great extent and completely true respectively.

Regarding to for the high feeling that I experience while using English to express myself and understand things q. (63) is concerned, 28(7.4%) and 27(7.2%)of students replied not true at all and true to a little extent respectively. In contrast 124(33.0%), 101(26.9%), and 96(25.5%) of students replied true to some extent, true to great extent, and completely true. These show 85.4% of students intrinsically motivated. But only 14.6% of students do not motivated intrinsically.

Concerning I believe learning English will prove my competence in my career q.(.64) is concerned 30(8.0%) of students replied not true at all and24(6.4%) true to a little extent. This shows only 14.4% do not believe learning English will prove their competence in their career. In contrast 114(30.3%), 129(34.3%), and 79(21.0%) of students replied true to some extent, true to great extent, and completely true respectively. These show the significant number of students (85.6%) believed that learning English will prove their competence in their career.

Regarding I do not know; I cannot understand what I am learning in English classes q.(65) is concerned, the majority of students 99(26.3%), 91(24.2%), and 42(11.2%) replied true to some extent, true to great extent, and completely true respectively. These show that 61.7% of students cannot understand what they are learning in English classes. In contrast 58(15.7%) of students replied not true at all and 85(22.6%) true to a little extent. This shows that only 38.3%of students can understand what they are learning in English classes. The table above shows that the majority of students do not motivated intrinsically. Only 38.3% of students are intrinsically motivated. Richards (2002), motivation in general, the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language

Regarding I want to have the good life later on q.(66) is concerned, 30(8.0%)of students replied not true at all and 50(13.3%)true to a little extent. This shows that only 21.3% of students do not learn English in order to have the good life later on. However, the majority of students 125(33.2%), 96(25.5%), and 75(19.9%) of students replied true to some extent, true to a great extent, and completely true. These show that 78.6% of students learn English in order to have the good life later on.

As far as honestly, I do not know; I really feel that I am wasting my time in learning English q. (67) is concerned, 104(27.7%) of students replied not true at all and 86(22.9%) true to a little extent. These show that half of (50.6%)of the students disagree with the statement. However, 66(17.6%), 86(22.9%), and 34(9.0%) replied true to some extent, true to great extent, and completely true. These show that 49.4% of students confirm the statement.

Concerning for the satisfaction I feel when I am in the process of accomplishing difficult language activities q(.68), is concerned, 95(25.3%)students replied true to some extent, 139(37.0%)true to great extent and 69(18.4%) replied completely true. These show students have satisfaction when accomplishing difficult tasks. Whereas, 40(10.6%) of students are replied not true at all, and 33(8.8%) true to a little extent. These show that 19.4% of students do not have satisfaction to accomplish difficult language activities.

Table: 4.1.1.5.2.

69 Because learning English allows me to continue to learn about many things that interest me	Not true at all	36	9.6	9.6	9.6
	True to a little extent	27	7.2	7.2	16.8
	True to some extent	87	23.1	23.1	39.9
	True to great extent	152	40.4	40.4	80.3
	Completely true	74	19.7	19.7	100.0
	Total	376	100.0	100.0	
70 Because I need English in order to find a high paying job latter on	Not true at all	42	11.2	11.2	11.2
	True to a little extent	27	7.2	7.2	18.4
	True to some extent	102	27.1	27.1	45.5
	True to great extent	121	32.2	32.2	77.7
	Completely true	84	22.3	22.3	100.0
	Total	376	100.0	100.0	
71 To show myself that I am an intelligent person	Not true at all	24	6.4	6.4	6.4
	True to a little extent	61	16.2	16.2	22.6
	True to some extent	89	23.7	23.7	46.3
	True to great extent	109	29.0	29.0	75.3
	Completely true	93	24.7	24.7	100.0
	Total	376	100.0	100.0	
72Because of rewarding I enjoy learning English	Not true at all	46	12.2	12.2	12.2
	True to a little extent	54	14.4	14.4	26.6
	True to some extent	110	29.3	29.3	55.9
	True to great extent	103	27.4	27.4	83.2
	Completely true	63	16.8	16.8	100.0
	Total	376	100.0	100.0	
73Because the society expect a lot from me	Not true at all	27	7.2	7.2	7.2
	True to a little extent	43	11.4	11.4	18.6
	True to some extent	106	28.2	28.2	48.8
	True to great extent	114	30.3	30.3	77.1
	Completely true	86	22.9	22.9	100.0
	Total	376	100.0	100.0	
74 Because my parents pressure me to learn English language	Not true at all	113	30.1	30.1	30.1
	True to a little extent	75	19.9	19.9	50.0
	True to some extent	66	17.6	17.6	67.6
	True to great extent	77	20.5	20.5	88.0
	Completely true	45	12.0	12.0	100.0
	Total	376	100.0	100.0	
75 Because English is one of academic requirement for my study.	Not true at all	27	7.2	7.2	7.2
	True to a little extent	34	9.0	9.0	16.2
	True to some extent	69	18.4	18.4	34.6
	True to great extent	91	24.2	24.2	58.8
	Completely true	155	41.2	41.2	100.0
	Total	376	100.0	100.0	

Regarding learning English allows me to continue to learn about many things that interest me q.(69) is concerned,36(9.6%) replied not true at all and 27(7.2%) true to a little extent. This shows that 16.8% of

students do not allow them to continue to learn about many things that interest them. However, 87(23.1%), 152(40.4%), and 74(19.7%) of students replied true to some extent, true to a great extent, and completely true. These show that 83.2% of students learning English allow them to continue to learn about many things that interested them.

As far as I need English in order to find a high paying job latter on q.(70) is concerned 42(11.2%) replied not true at all and 27(7.2%) true to a little extent. This shows that 18.4% of students do not need English in order to find a high paying job latter on. However, 102(27.1%), 121(32.2%), and 84(22.3%) of students replied true to some extent, true to a great extent, and completely true respectively. These show that 81.6% of students need English in order to find a high paying job latter on.

Concerning to show myself that I am an intelligent person q.(71) is concerned, 24(6.4%) of students replied not true at all and 61(16.2%) true to a little extent This shows that 22.6% of students do not show themselves that they are intelligent person. In contrast 89(23.7%), 109(29.0%), and 93(24.7%) of students replied true to some extent, true to a great extent, and completely true respectively. These show that (77.4%) of students learn English to show themselves that they are intelligent person.

Regarding the society expect a lot from me q.(73) is concerned, 27(7.2%) of students replied not true at all and 43(11.4%)true to a little extent. This shows that 18.6% of students learn English because of the society expect a lot from them. As far as English is one of academic requirement for my study q.(75) is concerned, 27(7.2%) of student responded not true at all and 34(9.0%) true to a little extent. This shows that 16.2% of students responded that English is not one of academic requirement for their study. Whereas 69(18.4%), 91(24.2%), and 155(41.2%) of students responded true to some extent, true to great extent, and completely true respectively. These show that 83.8% of students responded English is one of academic requirement for their study. As it can be seen from the table above,

In regarding to parents pressure to learn English q.(74) is concerned, 66(17.6%)of students replied true to some extent and 77(20.5%) replied true to great extent. Whereas the majority of students 113(30.1%) replied not true at all and 75(19.9%) replied true to a little extent. These show that a significant number of students (50%) learn English without parents' pressure

As it can be seen from the table above, q.(65) the significant number of students 61.7% of students do not intrinsically motivated and in q.(74) 50%. Of students do not extrinsically motivated. Generally, in q.62, 63, 64, 66, 67, 68, and 69 a majority of students intrinsically motivated students. Whereas in q.70, 71, 72, 73, and 75 the significance number of students were extrinsically motivated students. In addition to this, in q.65 the majority of students do not intrinsically motivated and in q.74 a significant number students do not extrinsically motivated.

4.2.2. Teachers' Questionnaire

4.2.2.1. Questions Concerning Teachers' Implementing Independent Learning.

Table 6: Teachers' Responses Regarding Implementing Independent Learning.

Table 6

Question		Frequency	percent	Valid percent	Cumulative percent
2.1. Do you encourage your students to participate in group discussion and in peer assessment?	Yes	5	50	50	50
	No	5	50	50	50
	Total	10	100	100	100
2.2. Do you use material (e.g .newspaper or authentic materials) other than text books in the English classes?	Yes	2	20	20	20
	No	8	80	80	80
	Total	10	100	100	100
2.3. Do you encourage your students to set their own learning goal?	Yes	4	40	40	40
	No	6	60	60	60
	Total	10	100	100	100
2.4. Do you encourage independent learning?	Yes	10	100	100	100
	No	0	0	0	0
	Total	10	100	100	100

The table above shows out of 10 teachers 8(80%) replied yes. Whereas 2(20.%) of teachers replied no. These show that 80% teachers did not use authentic materials in English classes in addition of text book. Whereas, only 20% of teachers use authentic materials besides text books in English classes.

As far as encourage learners to set their learning goal q.(2.2) is concerned, 40% of teachers replied yes but 60% replied no. These show that 60% of teachers did not encourage their students in order to set their own learning goals. But only 40% of teachers encourage their students in order to set their learning goals.

2.2. Teachers' Responses Regarding 'Experiences of Independent Learning

Never (1) Rarely (2) Sometimes (3) Usually (4) Always (5)

Table 7

Question		Frequency	Percent	Valid percent	Cummulative percent
3.1. How often do you provide (create) opportunities to your Students so as to use English and practice it?	Never	5	50	50	50
	Rarely	3	30	30	30
	Sometimes	1	10	10	10
	Usually	1	10	10	10
	Always	0	0	0	0
	Total	10	100.0	100.0	100.0
3.2. How often do you give self-assessment to your students?	Never	8	80	80	80
	Rarely	2	20	20	20
	Sometimes	0	0	0	0
	Usually	0	0	0	0
	Always	0	0	0	0
	Total	10	100	100	100
3.3. How often do you give peer assessments to your students?	Never	8	80	80	80
	Rarely	2	20	20	20
	Sometimes	0	0	0	0
	Usually	0	0	0	0
	Always	0	0	0	0
	Total	10	100	100	100
3.4. How often do you encourage your students in order to practice English language outside the classroom?	Never	5	50	50	50
	Rarely	3	30	30	30
	Sometimes	1	10	10	10
	Usually	1	10	10	10
	Always	0	0	0	0
	Total	10	10	10	10
3.5. How often do you encourage your students in order to set their learning strategies?	Never	4	40	40	40
	Rarely	3	30	30	30
	Sometimes	1	10	10	10
	Usually	1	10	10	10
	Always	1	10	10	10
	Total	10	100	100	100
3.6. How often do you let students learn by themselves?	Never	4	40	40	40
	Rarely	3	30	30	30
	Sometimes	1	10	10	10
	Usually	1	10	10	10
	Always	1	10	10	10
	Total	10	100	100	100
3.7. How often do you make an every effort to promote Independent learning?	Never	3	30	30	30
	Rarely	3	30	30	30
	Sometimes	2	20	20	20
	Usually	1	10	10	10
	Always	1	10	10	10
	Total	10	100	100	100

3.8. How often do you motivate your students so as to engage independent learning?	Never	3	30	30	30
	Rarely	4	40	40	40
	Sometimes	2	20	20	20
	Usually	1	10	10	10
	Always	0	0	0	0
	Total	10	100	100	100

As far as how often do you provide (create) opportunities to your students so as to use English and practice it q. (3.1) is concerned, (50%) of teachers replied never, 3(30%) rarely, 1(10%) sometimes, and 1(10%) usually. These show that 80% of teachers hardly create opportunities to their students to use English and practice it. However, only 20% of teachers create opportunities to their students to use English and practice it. .

Concerning giving self-assessment to students q.(3.2) is concerned, 8(80%) of teachers replied never and 2(20%) rarely. These show 100% of teachers hardly give any self-assessment to their students.

As far as encourage students to set their learning strategies q. (3.3) is concerned, 8(80%) of teachers are replied never and 2(20%) rarely. The result shows that the significant number (100%) of teachers did not encourage students to set their learning strategies.

Regarding to give peer assessment q. (3.4) is concerned 5(50%) of teachers replied never, 3(30%) rarely, 1(10 %) sometimes, and 1(10%) usually. These show that a great number of teachers (80%) hardly give any peer assessments to their students. However, only 10% of teachers sometimes and 10% usually, give peer assessments to their students.

Regarding let students learn by themselves q. (3.5) is concerned, 4(40%) of teachers replied never, 3(30%) rarely, 1(10%) sometimes, and 1(10%) usually. These show that 70% of teachers did not let their students learn by themselves. However, only 20% of teachers let their students learn by themselves.

Concerning how often do you let students to learn by themselves q. (3.6) is concerned, 4(40%) of teachers replied never, 3(30%) rarely, 1(10%) sometimes, and 1(10%) always. These show that the significance number of teachers (70%) did not let their students to learn by themselves. Only 30% of teachers let their students to learn by themselves.

As it can be seen from the table above, q.(3.7) how often do you make an every effort to promote Independent learning is concerned, 3(30%) of teachers replied never, 3(30%) rarely, 2(20%) sometimes, 1(10%) usually, and 1(10%) always. These show that 6(60%) of teachers did not make an effort to promote

independent learning. However, only 4(40%) of teachers made an every effort to promote independent learning.

As far as how often do you motivate your students so as to engage independent learning q. (3.8) is concerned, 3(30%) of teachers replied never, 4(40%) rarely, 2(20%) sometimes, and 1(10%) replied always. These depicted that 70% of teachers did not motivate their students towards independent learning. In contrast only 30% of teachers motivated their students towards independent learning.

In the open ended questions out of ten teachers seven teachers were given students' lack of interest, lack of knowledge, and lack of references were mentioned as a serious problems. However, the remaining three teachers mentioned that lack of incentive, lack of time, and negative attitude towards autonomous learning among the problems.

Analysis of Data from Teachers' Interview.

The interview results were categorized under the theme of giving self and peer assessment, using authentic materials in English classes, and how independent learning is promoted. The same questions were given for three teachers. Two of the interviewed teachers replied that they hardly use authentic materials but one interviewed teacher replied he rarely use authentic materials.

Regarding to self-assessment and peer assessment are concerned all the teachers replied that they did not give any self-assessment and peer- assessment at all. The result obtained from students' and teachers' questionnaires depicted these.

For the question how often do they give group discussion to their students all the teachers replied that they did not give any group discussion to students and explained their reasons the students do not understand English and unwilling to participate in group discussion.

Analysis of data from Students' Interviews.

Five students were interviewed the same questions that were categorized under the theme of giving self-assessment and peer assessments, using authentic materials, and how often do they participate in group discussion. For these questions all students replied that all the teachers did not give them any self-assessment and peer assessment at all.

Concerning group discussion all interviewed students replied that they did not participate in group discussion and hardly use any authentic materials in addition to text book in English classes. And explained their reason why they did not participate in group discussion that they did not conduct discussion in English language. .

CLASS ROOM OBSERVATIONS CHECKLIST BOTH FOR TEACHERS AND STUDENTS

Table: 8 Observation checklist teachers' and students' role during teaching learning process.

No	Teachers and students Role	T1		T 2		T3		T4		T5		T6		T7		T8		T9	
		D1		D1		D1		D1		D1		D1		D1		D1		D1	
		Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob
1	Peer assessment																		
2	Self-assessment		✓		✓		✓		✓		✓		✓		✓		✓		✓
3	Group discussion		✓		✓		✓		✓		✓		✓		✓		✓		✓
4	Student ask question		✓		✓		✓		✓		✓		✓		✓		✓		✓
5	Students answer question		✓		✓		✓		✓		✓		✓		✓		✓		✓
6	Student center		✓		✓		✓		✓		✓		✓		✓		✓		✓
7	Let students to learn by themselves		✓		✓		✓		✓		✓		✓		✓		✓		✓

Ob= observable

Nob = Non observable

CLASS ROOM OBSERVATIONS CHECKLIST BOTH FOR TEACHERS AND STUDENTS

Table: 9 Observation checklist teachers' and students' role during teaching learning process.

No	Teachers and students Role	T1		T 2		T3		T4		T5		T6		T7		T8		T9	
		D2		D2		D2		D2		D2		D2		D2		D2		D2	
		Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob	Obs	Nob
1	Peer assessment																		
2	Self-assessment		✓		✓		✓		✓		✓		✓		✓		✓		✓
3	Group discussion		✓		✓		✓		✓		✓		✓		✓		✓		✓
4	Student ask question		✓		✓		✓		✓		✓		✓		✓		✓		✓
5	Students answer question		✓		✓		✓		✓		✓		✓		✓		✓		✓
6	Student center		✓		✓		✓		✓		✓		✓		✓		✓		✓
7	Let students to learn by themselves		✓		✓		✓		✓		✓		✓		✓		✓		✓

Ob= observable

Nob = Non observable

The table above shows that during classroom observation all the teachers did not give self and peer-assessments, group discussion. The result obtained from teachers and students interviews depicted these results. These indicated that the teachers did not give chances to their students so as to learn by themselves. Self-assessment is checking one's own performance on a language learning task after it has been completed or checking one's own success in using a language. Self-assessment is an example of Metacognitive strategy in language learning. Peer assessment is an activity in which learners assess each other's performance. Group discussion is a teaching activity which has the following characteristics: 1. a small number of students (four or twelve) meet together, 2. They choose, or are given, a common topic or problem and a goal or objective. 3. They change and evaluate information or ideas about the topic (Richards 2002).

Concerning students asking questions and answer questions are concerned, in all the classes asking the questions and replying did not observed during classroom observation. And also most of the teachers did not ask questions as well. Richards (2002), in teaching the different procedures teachers use in asking questions and the different kinds of questions they ask. Since questioning is one of the most frequently used teaching techniques, the study of teachers' questions and questioning behaviors has been an important issue in classroom research in both first and second language classrooms.

Concerning let students learn by themselves is concerned, the teachers did not give any chances to their students in order to learn by themselves. During classroom observation in all classes' teachers dominated classes were observed. These show that the teachers hardly create any opportunities for students so as to learn by themselves. Richards (2002), student center teaching is a method of teaching which indicates the active participation of learners; try to give learners more control over what and how they learn; and encourage learner to take more responsibility for their Owen learning.

4.2. DISCUSSION

The main objective of this study was to investigate major challenges of implementing independent learning among grades nine and ten who learn in Serbo and Bulbul high schools.in Kersa Woreda.

This chapter mainly deals with the discussion of the major findings that were obtained from the data analyzed and interpreted in chapter four. Accordingly, the major findings are discussed below

.1. Past Language Experience

- ❖ From the total of 376 students who gave responses to the question given under past language learning experiences) most English teachers always explain every point to students. In other words the teachers hardly give chances to students to learn by themselves. The result shows that the majority of students depend on teacher. In other words the students do not attempt to do activities by themselves. The classroom observation and interviewee responses revealed that the teachers did not give chances to them to learn on their own. According to Richards (2002), student center teaching is a method of teaching which indicates the active participation of learners; it gives learners more control over what and how they learn; and encourage learner to take more responsibility for their own learning. The UK and international authors stress that the importance of teachers motivating learners are very crucial for independent learning (Van Grinsven and Tillema, 2006; Birenbaum,2002)
- ❖ The result obtained from the data revealed that a great number of students did not use authentic materials in English classes in addition to text book. The classroom observation and interview responses also showed that the teachers did not use authentic materials in English classes. Richards (2002), authentic materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching material. Generally, every point always explained to students by teachers and did not use authentic materials in English classes are identified as the main problems.

2. Beliefs about Language Learning.

- The result obtained from the data revealed that most students believe that some people are born with a special ability which helps them to learn English. Richards (2002), states that ideas learners have concerning different aspects of language, language learning and teaching that may influence their attitudes motivation in learning and have an effect on their learning strategies and learning outcomes.
- The result revealed that most of students do not know their weaknesses and strengths and need the teacher to tell them what their difficulties are. This shows that the students are dependent on teacher and do not have metacognitive strategies. The literature shows that metacognitive strategies, which include being aware of one's own learning, making an organized plan, and monitoring one's progress (Richards, 2002).

- The result showed that most of the students expected that the role of the teacher is to help them to learn effectively. This shows most students do not have self-instructional approach. Richards (2002), point out that self-instructional approaches to learning in which a learner works alone or with other learner, without the control of a teacher is important. The uses of self-instructional activities in a language teaching help to give learners a greater degree of control over their own learning. It is based on the believe that learning some times more effective if learners can make choices about the kinds of things they wish to learn, the strategy they use, the amount of time they can spend on a learning task.
- . This study revealed that the majority of students expected that the teacher to tell them what progress they were making. In other words the majority of students could not evaluate their progress by themselves. General Council for England's (2006) suggestion teachers should plan classroom activities of responses such as offering students the opportunity to present their work in a different ways, including video, written and oral presentations. Montalvo and Torres (2004) state that teachers or other more expert become modeling the behavior they want young learners to adopt. Other strategies include providing learners with opportunities to self-monitor, developing a language for learning and providing feedback on homework The literature indicates that both formative and summative assessments are important for independent learning. Formative assessment contributes to the process of learning and summative assessment demonstrates the outcomes of independent learning. It seems that the use of both these forms of assessments may promote independent learning.
- The study revealed that more than 67% of students have no confidence to communicate in English before mastering rules. But only 18.4% of students have no self-confidence to communicate in English before mastering English rules. In other words students believe that mastering rules before communication enable them to communicate in English. Richards (2002), pointed out practice in general, the building up of a skill through repetition or repeated exposure is useful to improve the ability of the learner. In language learning, each skill requires practice in order to establish fluency in the sense of the smooth operation of psycholinguistic process. .The study showed that more than 70% of respondents replied that offering opportunities for learners to practice language skills is the duty of the teacher. This means that the majority of students expected offer from their teachers. Whereas only 60(16%)

of respondents strongly disagree and disagree about the role of the teacher to offer them help. This shows that only 16% of students do not depend on teachers' offer to help them.

- The result shows that the majority of students 58.3% do not set their own learning goals. But according to goal theory people are motivated to accomplish a task if they have clear, specific, and difficult and achievable goals (Richards, 2002)

3. Attitudes to Autonomous Learning

- The study revealed that most students need the teacher to tell them what progress they made. In other words they were dependent on teachers and did not know their progress by themselves. This shows most students do not have self-instructional approach. Self-instructional approaches learning enable a learner to work alone or with other learner, without the control of a teacher. A use of self-instructional activities in language teaching helps to give learners a greater degree of control over their own learning. It is based on the belief that learning some times more effective if learners can make choices about the kinds of things they wish to learn, the strategy they use, the amount of time they can spend on a learning task.
- The study result depicted that 63.8% of respondents depend on teachers in order to set their learning goals.. This shows that most students like the teacher to set their learning goals.
- The study result showed that 72.6% of students like the teacher to tell them what to do. This means that the majority of students need the teacher to tell them what to do. The students do not have their own learning strategies. Richards (2002), Strategy procedures used in learning, thinking, etc. serve as a way of reaching a goal (Richards, 2002).

4. Motivation in Language Learning..

- The findings of this study showed that majority of student's need the teacher should make them work hard. This shows most students do not have self-instructional approach.
- It was found that students believed that a feedback which comes from a teacher helps them most. Richards (2002), in teaching, feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons.

- The result of this study showed that, students cannot understand what they were learning in English classes. The table above shows that the majority of students were not motivated intrinsically. Motivation in general is the driving force in any situation that leads to action Richards (2002). In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language
- The findings revealed that majority of the students learn without parents' pressure. Weimin Zhu and Gang Gong (2010), state that out of class learning constitutes an important context for human development, and active engagement in out of class activities is associated with successful language development.. It also found that parents and teachers were significant sources of influence on the quality of students 'out of class learning.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Independent learning is the method of students learning by themselves or self-regulating learning with their peers through group discussion, self-assessment, and peer assessments and so forth. There are many factors that hinder independent learning. For example, negative attitudes of teachers and students, lack of motivation, lack of exposure, and family backgrounds among a few. Literature indicates that learners cannot be active independent learners by themselves. The literature also states that teachers have a great role in paving the way for enabling learners active to learn by their own. This means that the teacher can promote independent learning by using different strategies for example, by creating opportunities to self-learning, giving feedback on homework et.al,(2008). This study was done to overcome the major challenges on implementing learning among grades 9 and 10 students in Serbo and Bulbul high schools in Kersa Woreda, The specific objectives were to find out the factors that hinder implementing independent learning, students attitudes towards independent learning, and suggest the way of overcome from the challenges. Research questions of the study was major challenges, how teachers support, teachers and students attitudes towards independent learning, Gwendolyn Turner(1989), states that lack of learning strategies , lack of instruction, blind training in applying strategies, weak metacognitive, and resistance to change existing behavior patterns are the major factors for students failing to apply independent learning. For conducting this study, the data was collected through questionnaires, interview, and observation were used. To become an effective independent learner's students can have good basic cognitive skills, such as memory, attention, problem solving and creativity. Teachers can promote independent learning by scaffolding (support learners in their learning), providing learners with opportunities to self-monitor, offering model of behavior, developing communication that included language focused on learning, providing feedback on homework. And also teachers can promote independent learning by motivating students, using ICT, and by using an integrated approach. According to Herber and Nelson-Herber (1987), students' independence in learning is developed by design, not by chance. Teachers can help students improve their learning by understanding the reasons why students have not been successful, identifying strategies that promote active participation in the learning process, and teaching students how to become more responsible for their own learning. Ultimately, students become independent learners when they plan, monitor, apply, and evaluate their own learning processes.

The findings of this study were teachers did not use authentic materials, used teacher centered approaches; students' lack of self-confidence, lack of learning goals, and lack of interest are the main ones.

The main purpose of this study was to investigate the major challenges of implementing independent learning among grades nine and ten students in Serbo and Bulbul high schools in Kersa Wreda. To this end the researcher raised the following research questions

1. What are the major challenges of implementing independent learning?
2. How teachers' support the development of independent learning skills?

3. What are teachers and students attitude towards independent learning?
4. How Teachers implement independent learning in English classroom?
5. How independent learning practically implemented in English classroom?

In order to answer these basic research questions questionnaires, classroom observation and interview were used to gather the necessary information. Both qualitative and quantitative methods of data analysis were employed.

Based on the analysis of the data, the following findings were drawn;

Most English teachers always explain every point to students. In other words the teachers hardly give chances to students to learn by themselves. The result shows that the majority of students depend on teacher or the students do not attempt to do activities by themselves. The class becomes teacher centered instead of student center class. The classroom observation and interviewee responses revealed that the teachers did not give chances to them to learn on their own.

- Most students believe that some people are born with a special ability which helps them to learn English.
- Authentic materials are hardly used in English classrooms.
- Most of the students expected that the role of the teacher is to help them to learn effectively.
- The majority of students expected that the teacher told them what progress they were being made.
- Most of students have no confidence to communicate in English before mastering rules.
- Most students do not set their own learning goals
- Most students need the teacher to tell them how progress they were made.
- Most English teachers always explained every point to students and hardly gave chances to students to learn by themselves.
- Most of students did not know their weakness and strength and need the teacher to tell them what their difficulties were
- Most students like the teacher to tell them what to do..
- The majority of student's need the teacher should make them work hard

5.2. Conclusions

- Based on the above findings, the following conclusions were drawn:

- It is obvious that there are many challenges in implementing independent learning. Among these, the major ones are as follows:

Predominant use of

- Lack of using authentic materials
- A teacher centered approach
- Lack of learning goals
- Lack of confidence
- High dependence on teachers
- Lack of practice in self-assessment and peer assessment and
- Lack of interest and lack of learning strategies

From these we can conclude that the students are deficient in the skills and knowledge required for independent learning.

.

..

5.3. Recommendations

Based on the conclusions derived above, the following recommendations are forwarded:

1. It would be advisable for the teachers to use student centered approaches and create opportunities for students in order to promote independent learning.
- . 2. The students need to be aware of the merit of self-learning to their life so that they become motivated and thereby actively involved in teaching/learning process.
3. It would be advisable to create positive awareness among students and teachers towards independent learning.
4. It seems that there is little room for independent learning to be effectively practiced.
- .5. Teachers can help students improve their learning by understanding the reasons why students have not been successful, identifying strategies that promote active participation in the learning process, and teaching students how to become more responsible for their own learning. Ultimately, students become independent learners when they plan, monitor, apply, and evaluate their own learning processes.
6. Students hardly work independently. Generally, it is the belief of the researcher that the concerned bodies (school administration, teachers, students, and parents) can bring a change through working together and providing all the necessary support for the development of independent learning.

References

- Allan,B.,Cook,M. and Lweis R. (1996). *The independent learner: developing independence in learning*.Humbeside: university of Humberside press.
- Allan,B.,Cook,M. and Lweis R (2001).*Learning independently*. Managing Schools Today.10(7), 24-6
- Anthony, G (1996). *Active learning in a constructivist framework*. Edcational Studies in Mathematics, 31, 349-69.
- Artelt, C.,Baumert. J., Julius-McElvany, N. and peschar, J. (2003).*Learners for life: student approaches to learning: results from PISA 200*. Paris: Organization for Economic Cooperation and Development.
- Birnbaum, M.(2002). *Assessing self-directed active learning in primary schools*. Assessment in Education, 9(1),119-38.
- Bishop, G. (2006). *True independent learning anddesign of the study session*. Language learning Journal,33,40-6.
- Black P.,McCormickR.,Mary, J. and Pedder, D. (2006). *Learning how to learn and assessment for Learning: a theoretical inquiry*.Research papers in Education, 21(2), 119-32.
- Black R. (2007). *Crossing the bridge-overcoming entrenched disadvantage through student-centred learning*. Melbourne: Education Foundation.
- Boekaerts, M.(1997).Self-regulated learning: a new concept embraced by researchers ,policy makers educators, teachers and students. *Learning and instruction*, 7(2), 161-86.
- Boekaerts,M.(1999) . Self-reguleted learning where we are today .*International Journal of Education Research*, 31(6), 445-457.
- Buerk, D.(ed) (1994) *Empowering students by promoting active learning in Mathematics*

.Reston, Virginia: National Council of Teachers of Mathematics.

Cleary, T.J. and Zimmerman, B.J. (2004). Self-regulation empowerment program: a school-based program to enhance self-regulated and self-motivated cycles of student learning. *Psychology in the schools*, 41(5), 537-50.

Chun Lai and Weimin Zhu and Gang Gong (2014). *Understanding the Quality of out of Class English Learning*. *Tesol Quarterly* VOL. 0, No. xxxx(2014), 1-30.

Dfes (2004a), *A national conversation about personalized learning*. Nottingham. Department for Education and Skills .

Dfes (2004b), *Teaching and learning in the foundation subjects*. Nottingham: Department for Education and skills.

Dfes (2004c), *Excellence and enjoyment learning and teaching in the primary years (including National Strategies Aims)*. Nottingham: Department for Education and skills.

Evans, G. (1991). *Learning and teaching cognitive skills*. Hawthorn, Victoria: Australian Council For Educational Research.

Gorman, M. (1998) The structured enquiry' is not a contradiction in terms: *focused teaching for Independent learning*. *Teaching History*, 92, 20-5.

Hinds D (2007), *it is all about me*. *TES Magazine*, 5/10/07, 14-19.

Judit K. and Kata Cs. (2014). *The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behavior in Different Learner Groups*, *Tesol* Vol. 48(2), 275-78.

Lim CP and Chai CS (2004). *An activity theoretical approach to research of ICT integration in Singapore schools orienting activities and learner autonomy* *Computers and Education*, 43,

215-36.

Lucas B, Greany T, Rodd G and Wicks R (2002). *Teaching pupils how to learn*. Stafford: Network Educational Press.

MacBeath J (1993). *Learning for yourself: supported study in Strathclyde schools*, Strathclyde: Strathclyde Regional Council.

Page M (1989a). *Active learning in secondary social studies* University of Massachusetts paper, December, 1989.

Schunk DH (1989). *Attributions and perceptions of efficacy during self-regulated learning by remedial readers*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, March 1989.

Van Grinsven and L Tillema H (2006). *Learning opportunities to support student self-regulation: Comparing different instructional formats*. Educational Research 48(1), 77-91.

Williams J (2003). *Promoting independent learning in the primary classroom*. Buckingham: OUP.

Wilson V (2000). *Can thinking skills be taught?* Scottish Council for Educational Research

Spotlights, 79, 1-4 Zimmerman BJ (2002). *Becoming a self-regulated learner: an overview*. Theory into Practice, 41(2), 64-72.

Appendix A
Jimma University

School of Graduate Studies

Department of Foreign Language and Literature.

Questionnaire is to be filled by students.

This questionnaire is designed for gathering data regarding the challenges of implementing independent learning during English lesson at grade nine and ten levels. Thus, your genuine response to the questions will have significant contribution for the success of this study. Your response will be kept confidential and will be used only for this study.

Notice: You do not need to write your name on the questionnaire.

Thank you very much for your cooperation.

A. Past Language Learning Experience

Below are some questions about your past Language Learning Experiences. Please read the following items carefully and put a tick (√) in the appropriate column.

1	Statements	Yes	No
	Did you enjoy English classes?		
2	Did most of your English teachers always explain every point to you?		
3	Did any of your English teachers ever ask for your opinion about what to do in the lesson?		
4	Did any of your English teachers ever ask you about the ways in which you like to learn?		
5	Did you often use materials (e.g., newspapers, web sources, movies) other than textbooks in the English classes?		
6	Did any of your English teachers ever ask you to decide what to do in the English classes?		
7	Did you have to guess rules/ meanings yourself?		

B. Beliefs about Language Learning

Instructions

Below are beliefs that some people have about learning English. Please read the following items carefully and put a tick (√) against the options that best describes your belief in language Learning.(1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree (o) I don't know.

	Statements	Rating Scale					
		strongly disagree	disagree	neutral	agree	strongly agree	I don't know
8	Some people are born with a special ability which helps them learn English						
9	The most successful speakers of English have discovered how to improve their ability to learn it.						
10	I believe that I will ultimately learn to speak English very well.						
11	The role of the teacher is to create opportunities for me to practice.						
12	Genius in English language learning is 10% ability and 90% hard work.						
13	You shouldn't say anything in English until you can say it correctly.						
14	I am responsible for finding my own ways of practicing.						
15	The role of the teacher is to tell me what my difficulties are.						
16	It is important to repeat and practice a lot.						
17	The role of the teacher is to help me learn effectively						
18	I am responsible for checking my work for mistakes.						
19	Making mistakes is harmful in language learning.						

20	The role of the teacher is to decide how long I spend on activities.						
21	The role of the teacher is to tell me what progress I am making						
22	Good language learners have to identify their strengths and weaknesses..						
23	I need to know language rules before I can communicate in English.						
24	I am responsible for planning my own learning						
25	Having my work evaluated by others is scary						
26	Good language learners will set learning goals for themselves						
27	Different people learn languages in different ways						
28	The role of the teacher is to explain why we are doing an activity.						
29	Making mistakes is a natural part of language learning.						
30	Having my work evaluated by others is helpful						
31	I know best how well I am learning						
32	The role of the teacher is to offer help to me.						
33	The role of the teacher is to set my learning goals.						
34	Good language learners will measure their language learning progress.						

C. Self-concept of Competence in Learning English

Instructions:

Please read the following items carefully and put a tick (√) in the appropriate column that describes your self-concept of competence in Learning English.

5) Excellent 4) Very good 3) Good 2) Poor 1) Very poor

No	Statements	Rating Scale				
		Excellent	Very good	Good	Poor	Very poor
35	My Standard of English is					
36	My level of self-confidence in learning English is					
37	My ability to learn English is					
38	My ability to learn English outside the classroom on my own is					
39	My level of success as a language learner is					
40	My ability to test myself to see how much I have learned is					

D. Attitudes to Autonomous Language Learning

Instructions

Below are beliefs that some people have about autonomous language learning. Read each statement and put a tick (√) against the option that indicates your best response.

1. Strongly disagree, (2) disagree (3) neutral (4) agree, (5) strongly agree, (0) don't know. .

No	Statements	Rating Scale					
		strongly disagree	disagree	neutral	agree	strongly agree	I don't know
41	To learn English successfully you need a good teacher.						
42	It is important for me to be able to see the progress I make.						
43	I need the teacher to tell me how I am progressing.						
44	I have my own ways of testing how much I have learned.						
45	Talking to the teacher about my progress is embarrassing for me.						
46	I like trying new things out by myself.						
47	I like studying alone.						

48	I like to look for solutions to my problems by myself.						
49	I know when I have made an error in English						
50	I like the teacher to set my learning goals						
51	I like the teacher to tell me what my difficulties are.						
52	I like the teacher to tell me what to do.						
53	The teacher should make me work hard						
54	I like the teacher to tell me how long I should spend on an activity.						
55	The teacher should always explain why we are doing an activity in class.						
56	I know what independent learning means						
57	Effective language learners make decisions about their own learning						
58	Using English outside the classroom is important for developing good language skills.						
59	I believe feedback on my language learning that I give myself helps me most.						
60	I believe feedback on my language learning from the teacher helps me most.						
61	I believe feedback on my language learning from my classmates helps me a lot.						

E. Motivation In Language Learning

Using the scale below, indicate how true each of the following reasons for learning English is for you. .Decide if each of the statements is: (1) Not true at all, (2) True to a little extent, (3) True to some extent(4) True to a great extent (5) Completely true. . Indicate your response by putting a tick (√)in the appropriate column .

No	Statements	Rating Scale				
		Not true at all	True to a little extent	True to some extent	True to great extent	Completely true
62	Because learning English allows me to experience personal satisfaction in my quest for excellence in my academic studies.					
63	For the high feeling that I experience while using English to express myself and understand things.					
64	Because I believe learning English will prove my competence in my career.					
65	I don't know; I can't understand what I am learning in English classes.					
66	Because I want to have "the good life" later on.					
67	Honestly, I don't know; I really feel that I am wasting my time in learning English.					
68	For the satisfaction I feel when I am in the process of accomplishing difficult language activities.					
69	Because learning English allows me to continue to learn about many things that interest me, .					
70	Because I need English in order to find a high paying job latter on.					
71	To show myself that I am an intelligent person.					
72	Because of rewarding I enjoy learning English.					
73	Because the society expect a lot from me.					
74	Because my parents pressure me to learn English language.					
75	Because English is one of academic requirement for my study.					

Source: www.com.

Appendix B

Jimma University

School of Graduate Studies

Department of Foreign Languages and Literature

Questionnaire to be filled in by Teachers

Dear teacher,

This questionnaire is designed for gathering data regarding the practice of integrated-skills teaching at grade nine levels. Your genuine response to the questions will have significant contribution for the success of this study. Your response will be kept confidential and will be used only for this study.

Notice: You do not need to write your name on the questionnaire. Thank you very much for your cooperation!

Part One. Background information

Please give information about yourself by putting a tick (✓) mark in the given box and/or by writing your responses in the given blank spaces.

1.1 Name of the school _____

1.2 Age

18-25 26-30 31-40 41-50 above 50

1.3 Qualification

Diploma B.A BED BSC M.A/MSc Ph.D.

1.4 Area of qualification _____

1.5 Total years in teaching English language _____

Part Two: Questions concerning Teachers' implementing independent learning experiences. 2.1. Do you encourage your students to participate in group discussion and in peer assessment?

A). Yes B). No

2.2. Do you use material (e.g .newspaper or authentic materials) other than text books in the English classes? A). Yes B). No

2.3. Do you encourage your students to set their own learning goal?

A) Yes B) No

2.4. Do you encourage independent learning?

A) Yes B) No

Part Three: Please read the following items carefully and put a tick (√) in the appropriate column that best describes your experience of teaching independent learning. Always(5) Usually(4) Sometimes(3) Rarely(2) Never(1).

No.	Statements					
		Always	Usually	Sometimes	Rarely	Never.
3.1	How often do you provide (create) opportunities to your Students so as to use English and practice it?					
3.2.	How often do you give self-assessment to your students?					
3.3.	How often do you give peer assessments to your students?					
3.4.	How often do you encourage your students in order to practice English language outside the classroom?					
3.5.	How often do you encourage your students in order to set their learning strategies?					
3.6.	How often do you let students learn by themselves?					
3.7.	How often do you make an every effort to promote independent learning?					
3.8.	How often do you motivate your students so as to engage independent learning?					

Part Four: What are the Factors, if any, which hinder implementing independent learning among grades 9 and 10. Please write your response in the space provided under I, II, and III below. .

I) Problems related to the students

A.-----E.-----

B.-----F.-----

C.-----G.-----D-----

-----H.-----

II. Problems related to the school

A -----
B -----
C -----

D -----
E -----
F -----

III . Problem related to yourself.

A-----
B-----
C -----
D -----

Other problems (please state if any)-----

4. What do you suggest for promoting independent learning at grades nine and ten levels?=====

Thank you very much for your cooperation.

Appendix C
Yunivarsitii Jimma

Barmoota Digirii Lammaffaa

Mummee Luga Afaan Alaa fi Litireecharii

Gaaffilee Barattotaan Guutamu.

Gaaffillewwan kun kan qophaaniif rakkoole Off danda'anii barachu (independent learning) yeroo barnoota Ingliffaa kutaa 9 fi 10 kessat mul'atan furuf qophaa'ee dha. Kanaafu, gaaffilee dhiyaataniif deebii kessan dhugaa ta'e galma gahinsa qo'anno kanaaf murteessaa dha. Deebin kennitan iccitiin kan qabamuu fi qo'anno kana qophaaf kan tajaajilu dha.

Hubachiisa: Maqaa keessan gaaffi kanarratti barressun hin barbaachisu.

Galatoomaa

A. Muxxanno Afaan Barachu duraan Qabdan

Gaaffileen armaan gadi waa'e muuxxanno Afaan Barachu duraan qabdan ilaalchise kan dhiyaate dha. Gaaffilee armaan gadii xiyyeeffanaan dubbissun mallattoo (√) kaa'uun deebisi. .

1	Gaaffilee	Eeyyee	Lakki
	Waytii barnoota Ingliffaa gammaddeettaa?		
2	Barssisootni Ingliffaa hedduun isaanii yeroo hunda ibsa si kennaniru?		
3	Barssisotni Ingliffaa ke barnoota Ingliffaa irratti maal akka hojjachu qabdu yaada si gaafatanii beeku?		
4	Barsiisotni Ingliffaa haala kamiin barachu akka jaallattu fi barbaaddu si gaafatani beeku?		
5	Barsisonni Ingliffaa Kitaaba barataan ala Meeshalee kan akka gaazeexaa, barrulee fi kkf waytii Ingliffaa fayyadamani beeku?		
6	Barsiisonni Ingliffaa wayitii Ingliffaa maal akka gotuu fi murteessitu gaafatamtee beektaa?		
7	Seera Afaanii fi hiika jechootaa ofuma keetii tilmaamteetaa?		

B.Amantaa Afaan Barachu Ilaalchise

Qajeelfammoota

Kan armaan gadii waa'e Afaan Ingliffaa barachu ilaalchise amantaa namootni heddun qabanii dha. Yaada dhiyaatan xiyyeeffannaan eega dubbistaniin booda mallattoo (√) **tarre filannoo kennaman amantaa kee waa'e barachu Afaanii ilaalchise** .(1) Gonkuma walii hin galu (2) Wali hingalu (3) Bilisa (4) Walin gala (5) Baay'en wali gala (o) Hinbeeku.

	Hima	Rating Scale					
		Gonkuma wali hingalue	Wali hin galu	Bilisa (neutral)	Walin gala	Baay'en wali gala	Hinbeeku
8	Namooni heddun dandeetti Afaanii adda ta'e wajjin waan dhalatanuf kun immo AfaanIngliffaa barachuuf isaan gargaara.						
9	Irra caalaa haasawa Ingliffaatiin bu'a qabeessi haala itti baratuu fi dandeeti isaa fooyyeeffatu ni ummata.						
10	Dhumarratti baradhe Ingiliffa sirritti nan dubbadha jedhen amana.						
11	Gaheen barsiisaa carraan shaakala godhu uumu dha.						
12	Dandeettin Ingiliffa barachu keessatti 10% uumamaan 90% immo cimani hojjachun argama.						
13	Hanga Ingiliffa sirritti dubbachu dandeessuti wamaa dubbachu hin qabdu.						
14	Karaa Tooftaan shaakala ofi k itti gaggeeffadhu uummachuu itti gaafatamummaa kooti.						
15	Gahen barsiisaa waan natti jabaate himu dha.						
16	Ammaa amma irra deddebi'ani shaa heddumeessun barbaachisaa dha.						
17	Aaru dha. Gahen barsiisaa akkan sirritti baradhu na gargaaru dha						

18	Dogogg hojii kooti sirreffachun itti gaafatummaa kooti.						
19	Afaan barachu keessatti dogoggora umuun miidhaa fida.						
20	Yeroo hagam gilgaala irra turu akkan qabu murteessun Gaheen barsiisaa ti. .						
21	Fooya'insa an agarsiisaa jiru natti himuun gahe barsiisaa ti.						
22	Ciminaa fi dadhabina offi adda baasuun amala barataa colle afaan baratu ti. .						
23	Ingilifaan haasa'un danda'un dura seera afaanichaa beekun ni barbaachisa						
24	Karoora barnoota koo baafachun itti gaafatamummaa koo ti.						
25	Hojii ofii nama biraatin madaalchisun fokku dha.						
26	Barataan colleen afaan baratu galma barnoota isaani ni baafatu.						
27	Namoonni adda addaa karaa adda addaatin afaan ni baratu.						
28	Maaliif gilgaala akka hojjetaa jiru ibsuun gahe barsiisaa ti. .						
29	Afaan barachu keessatti dogoggorun waanuma jiru. .						
30	Hojiin hojjadhe namoota birootin madaalchisuun bu'a qabeessa.						
31	Haala dansaa ta'en barachaa akkan jiru nan beeka.						
32	Gargaasa naa kennun gahe barsiisaa ti. .						
33	Galma karoora barnootaa qopheessun gahe barsiisaa ti. .						
34	Barataan colleen afaan baratu foyya'insa agarsiise ni madaala. .						

C.Yaad dhunfaa dandeeti Afaan Ingiliffaa Barachu.

Qajeelfamoota:

Himoota armaan gadi xiyyeeffanaan eega dubbistaniin booda mallattoo (√) **sanduqa tarre himootaa jiran yaada dhnfaadandeeti afaan Ingiliffaa barachu ibsu guuti.** .

- 6) Baay'ee gaarii 4) Badaa garii 3) Bareedaa 2) Dadhabaa 1) Badaa dadhabaa

Lak	Himoota	Iskeelii				
		Baay'ee gaarii	Badaa gaarii	Gaarii	Dadhabaa	Badaa gaarii
35	Sadarkaan dandeetii Ingiliffa kooti					
36	Sadarkaan Ingiliffa barachu fi Ofitti amanu qabaachu koo					
37	Dandeetin Ingiliffa barachuun koo					
38	Dandeetin afaan Ingiliffa barachuun koo					
39	Sadarkaan milkaa'iina afaan barachuu kooti					
40	Hagam akkan baradhe dandeetiin off madaaluu kooti					

D. Fedha Bilisa Barachu Barmoota Afaan

Qajeelfama

Himootni armaan gadi waa'e amantaa namootni hedduun barnoota afaani of danda'anii barachu irratti qaban ibsu dha. Himoota kennaman dubbisuun deebii kee mallattoo (√) **kaa;un deebisi.** .

- 1) Gonkuma wali hingalu, (2) Wali hin galu (3) Bilisa (neutral) (4) Walin gala (5) Baay'een waligala (0) Hinbeeku .

Lak.	Hima	Iskeeli					
		Gonkuma wali hingalu	Wali hingalu	Bilisa(neutral)	waligala	Baay'een waligala	Hin beeku
41	Ingiliffa haala gaarin barachuuf barsiisa dandeeti qabu ni barbaachisa. .						
42	Anaaf Jijjirama ani godhe ilaaluun barbaachisaa dha. .						
43	Haala foyya'iina an agarsiise barsiisaan natti himu qaba.						

44	Hamman akkan baradhe tooftaa ofiin of madaalu nan qaba.						
45	Waa'ee foyya'insa barnoota kootii ilaalchise barsiisaa waliin dubbachuun na qaanessa.						
46	Waan haaraa ofuma kootiif argachuubadaa na gammachiisa.						
47	Qophaa koo qo'achuun na gammachisa. .						
48	Rakko kootiif furmaata barbaadun na gammachisa.						
49	Yennaan Ingiliffa keessatti dogoggora ummu natti beekama.						
50	Barsiisaan galma barnoota kootii baasuun isaa na gammachisa.						
51	Barsiisaan maaltu akka natti jabaatu natti himu isaa nan jaalladha.						
52	Maal hojjachu akkan qabu barsiisaan natti himu isaa nan jaalladha.						
53	BarsiisaanSakka cimee hojjadhu gochu qaba.						
54	Barsiisaan turtii fi yeroo giIgaala irratti dabarsu natti himu qaba.						
55	Barsiisaan yeroo hunda maaliif giIgaala akka hojjanu naa ibsu qaba. .						
56	OFdanda'anii barachuun maal akka ta'e nan beeka.						
57	Barattonni barmoota afaaniin cimoo ta'an waa'e barnoota isaani ni murteessu.						
58	Afaan Ingiliffaa daree ala fayyadamuun dandheetii afaanii guddisuuf ni fayyada.						
59	Dugdeebiin an ofiiif kennu barmoota afaan an baradhuuf badaa na fayyada.						
60	Dugdeebiin barnoota an baradhurratti barsiisaan naa kennu badaa na fayyada.						

61	Dugdeebiin waa'ee barnoota afaanii barattoota daree kootiin naa kennamu heddu na fayyada.						
----	---	--	--	--	--	--	--

E,Kaka'umsa Afaan Barachuu Keessatti. Kanneen iskeelii armaan gadii afaan Ingliffaa barachuuf sababoota kan siif ta'anii dha. Himoota kennaman siif dhugaa kan ta'an murteessun: (1) Gonkuma dhugaa miti (2) Dhugaa miti (3) Muraasni dhugaa dha (4) Heddu dhugaa dha (5) Gutummaa guuttutti dhugaa dha.jechuun mallatto (✓) sanduqa filatte keessa kaa'uun deebisi.

Lak.	Himoota	Iskeelii				
		Gonkuma dhugaa miti	Dhugaa miti	Muraasni dhugaa dh	Heddun dhugaa dha	Gutummaan guututti dhugaa dha
62	Sababa Ingliffa barachun muxxannoo , gammachuu sammu, fi beekumsa barmoota kootiif dandeeti ol aanaa akkan qabaadhuuf waan na gargaaruuf. .					
63	Muxxannoo kootin gammachuun natti dhaga'amuu yeroon Ingiliffaan of ibsuu fi wantoota yeroon hubadhu dha.					
64	Ingliffa barachuun hojji irratti dorgomaa akkan ta'u waan naa mirkaneessuuf. .					
65	Waan ta'e hin beeku ; wayitii Ingiliffaa waanan baradhe hubachu hin danda'u.					
66	Sababa 'jiru gaarii' boodarra waanan barbaadufanii. .					
67	Dhugaa dubbachuudhaaf, waa tokko hin beeku; yeroo koo Ingliffa barachuun balleessaa jiran jedheen yaadaan jira.					
68	Wanti na gammachisu yennaan gilgaaloota ciccimoo yeroon raawadhe dha.					
69	Sababa Ingliffa barachuun wantoota heddu akkan hordofu fi waa'ee wantoota heddu akkan baradhu fedha na keessatti uuma.					
70	Barnootni Ingiliffaa barachuun gara fulduraatti hojii mindaa ol aanaa argachuuf na fayyadan.					
71	Nama dandeetti qabu ta'u koo agarsiisuuf na fayyada. .					
72	Sababa ciminaan Ingiliffa baradheef badhaasa argadhuuf. .					
73	Sababa hawaasni waan guddaa narraa eeguuf.					
74	Ingliffa akkan baradhu maatiin dhibbaa narratti godha					
75	Sababa Ingiliffi barnoota koo biroof waan na fayyaduuf.					

Appendix D

Classroom Observation Checklist

Date of Observation-----

Name of the School-----

Code of the Teacher-----

Grade and Section-----
 Lesson Topic-----
 Total time of the lesson Beginning time-----
 Ending Time-----
 No-----
 The behavior to be observed during
 English lesson Independent Learning in the category
 Observed
 No observed

No.	Teachers and students Roles during English lesson	observed	Not observed
1	The teacher lets the students know the objectives of the daily lesson (he/she tells students that they will practice independent learning) so that the students direct their Attention/effort towards independent learning.		
2	The teacher creates opportunities for students to learn by themselves.		
3	The teacher allows students for peer assessment.		
4	Teacher centered teaching		
5	Using authentic materials.		
6	The active involvement of students in group discussion.		
7	Teacher dominate class .		
8	The student ask question.		
9	The teacher allows students to check their work by themselves.		
10	The students answer question.		
11	Show interest and effort to do task		
12			

APPENDIX E

Guided Teachers' Interview

A: How often do you create opportunities for students to learn by themselves?

B:-----

A:-How often do you give self-assessments to your students?

B:-----

A: How often do you give peer assessment to your students?

B:-----

A:How often do you use authentic materials? A: How often do you give group discussion?

B: -----

APPENDIX F

Guided Students" Interview

A: How often do you create opportunities for students to learn by themselves?

B:-----

A:-How often do you give self-assessments to your students?

B:-----

A: How often do you give peer assessment to your students?

B:-----

A: How often do you use authentic materials? A: How often do you give group discussion?

B: -----

Other comments