RESEARCH ARTICLE

THE IMPLEMENTATION OF ACTIVE LEARNING IN GRADE 9 ENGLISH LANGUAGE CLASSES: THE CASE OF WONJI SECONDARY SCHOOL, AND WONJI GEFFERSSA SECONDARY SCHOOL, EAST SHOA, OROMIA REGIONAL STATE

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ARTICLE INFO	ABSTRACT
	The objectives of this study were to examine the actual implementations of active learning in Wonji secondary school, grade nine English classes in focus. The research design of the study was mixed, both qualitative and quantitative. The study was conducted in grade nine students of Wonji secondary and Wonji Gefferssa Secondary schools. Data were collected from 180 male and 201 female students; systematic random sampling technique was employed to choose the sample students from 278 male and 323 female students. Among 1202 students of grade 9, only 33% were selected. All English teachers, 4 of grade 9, the supervisor and the directors were included through purposive sampling technique. The data were collected using observations, open ended and close ended questionnaires, and semi structured interviews. The students' questionnaire data were analyzed using descriptive statistics. Data collected through observations and interview were analyzed qualitatively, describing what were obtained from the class observations and teachers' response of interview, and interpreting what were really assessed in the classroom. Conclusions show that group and pair discussions and information exchange are not frequently practiced. Students' participation is very less; nevertheless, lecture method of instructional approach dominated the class. The teachers give more attention to a few students who they think are cleverer than others, and yet, the middle scorers and under achievers were nearly neglected. The teaching-learning systems in grade nine English classes were dominated by traditional approach. Thus, active learning was given little attention. This in turn, hampers the students' problem solving capacity, and leaves the students dependent learners. The findings also indicate that lack of professional support, students' little experience in active learning and lecture method of instruction were found to be the major factors that affect the implementation of active learning in the language classes. Thus, based on the findings of the study, recommendations were forwarded to alleviate the aforementioned problems in the schools under the study.

INTRODUCTION

The main purpose of teaching English as a foreign language to our students is primarily to enhance their communicative competence. To achieve this goal in the teaching-learning of the target language, effective instructional methodology is highly important. It is in light of this agreement that the Education and training policy of Ethiopia (MOE, 2003) gives due emphasis to the individuals' and society's problems solving capacity building at all levels. The currently working education and training policy of our country, Ethiopia, has brought a lot of changes in the fields of education since the collapse of the old education and training systems. Among those changes of pedagogic processes, the paradigm shift in the

modes of instruction from traditional approach to learner-centered approach to teaching, is one that due attentions need to be given. The intention of the new system is to prepare teachers who can confidently teach their students through active-learning approach, and able to develop the problem solving capacities of the new generation. With this assumption, teachers are expected to use range of teaching strategies including active learning, appropriate instructional strategies, to meet the needs of the students so that the ultimate goal of teaching foreign language (English) can successfully be achieved. To reach the intended academic goals in this regard, teachers must be well armed with the professional knowledge of teaching. Professional knowledge plays a great role for the students' mastery of the target language. Richards and Burns, in Hailu (2014) say, a professional knowledge of the teacher can be seen as "knowledge about" and "knowledge how." According to these writers, "knowledge about" includes

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'content' knowledge of the established core curriculum, and "knowledge how" includes methodology of delivering the content. However, active learning faces strong influences due to verities of lack of 'out of box thinking'. Very few of them are classical or traditional ways of teaching that teacher dominates the pedagogic processes, teachers' attitude towards modern ways of teaching, lack of adequate knowledge to manage student-centered learning, and so on. Here, the teacher is considered to be the only source of knowledge (teacher knows best). The traditional method of instruction encourages more of chalk and talk `` which makes most of the students passive receivers. This model is mostly characterized by "listen and learn" the teacher maximize delivery of information and controls the class with little evolvement of students. Students are expected to absorb pieces of information, usually provided by the teacher. Here, little emphasis is given for linking facts and making the lesson coherent and meaningful whole. Memorizing facts only may be used only for the sake of passing tests. Worku (2011) puts often just memorizing the facts is sufficient and is thought to be successful learning (since this is what is tested in examinations). This particular (old method) approach considers students to be empty vessels that absorb what the teacher pours to their mind. Since the class is taken by the teacher`s lecture, students have no or little chance to take part. Learners simply memorize facts packed in the books rather than building the newly learned information from their prior experience. Most of the teaching learning is verbalized and note oriented. Most of the activities are performed by either the teacher him/her self or a few students with a better understanding about the content of the lesson. Students study, even rehearse what they are told or what they read for the sake of passing exams. Since the teaching learning is dominated by a one directional approach, there is no room for the learners' participation in the lesson. To make active leaning more effective, appropriate methods are needed. Active and meaning full learning (the recent approach) needs to be implemented through using different instructional methods. The major concern of the study was to examine implementations of active learning, strategies employed during the implementation, and factors affecting the actual practice of active learning.

Statement of the Problem

The current trainings in all teachers' education institution of Ethiopia seems to encourage active learning (learner – centered) approach. The objective of the teachers' Education system overhaul (TESO) (MOE) document (2003) is to equip teachers with the skills and knowledge of making instructions learner- centered. Contrary to the fact, however, from the researchers' long years teaching experiences and from what they observe daily, there are schools still sticking to the old method of instruction (teacher – dominated classes). This approach has little to do with the learners' skills development as it gives little chance to the students' all-sided language competence. Teachers seem to discourage active learning with the ground that it makes them feel extra work load and lesson preparation. Some teachers feel as if active learning were bounded by over crowdedness and put a pressure of using extra time for teaching. Due to excessive materials to be covered, teachers are forced to emphasize portion coverage, and make the teaching learning teacher centered (Diribsa 1999). Besides, within a diversified secondary classroom, students themselves are unwilling to participate in active learning. They want the teacher to do things for them. Bender (2003), many students are reluctant to participate in class discussion. Some students experience great terror in small classes. On the other hand, many students have been observed that they find comfort in being part of a large lecture class where they can maintain their anonymity. This is what many English teachers complain frequently. Hence, the researchers, being instructional practitioners, felt doubt that active learning is well implemented at secondary schools. That was why they were initiated to conduct the study on: implementation of active learning, strategies employed for the implementation of active learning, and factors affecting the actual implementation of active learning in grade nine English classes at Wonji Secondary School.

Objectives of the Study

General Objective

In the light of the above, the major objective of this particular research was to examine the actual implementations of active learning in EFL classes in grade nine at Wonji secondary and Wonji Gefferssa Secondary schools. More specific objectives of the study include:

1. To examine the extent to which active learning was implemented in grade 9 EFL classes of Wonji secondary and Wonji Gefferssa Secondary schools.
2. To assess what strategies were used to implement active learning by the English language teachers in the EFL classrooms.
3. To find out factors that affect the actual implementation of active learning in grade nine English classrooms.

Active Learning

The definition of Active Learning is an instructional method in which students actively participate in their learning process. This process of learning emphasizes cooperative, collaborative engagement among students in the EFL class. Active Learning is also of the view that a student centered approach to learning and it assigns the responsibility of learning to the students (Mostafa, 2012; Bonewell and Eison 1991). Though it has been given different definitions by different scholars, active learning gives similar conceptual frame of reference. Similarly, active learning consists of any learning activities that provide a high degree of autonomy and direction of the activities. Most notably, such activities involve problem solving and discovery work, and may be individualized or involve small group collaborations. Active learning, according to Bon well Eison, (2003), is a process whereby learners are actively engaged in the learning process, rather than `passively` absorbing lectures. On the basis of this reality, one can tell how teachers and students are viewed, what classroom participations look like and how knowledge is obtained through this learning process. In learner centered classroom, students involve actively in the process of learning. Here, the students' prior knowledge and experience is an integral part of that process. Learning is cumulative in that all new learning builds upon and/or utilizes the learners' prior knowledge. According to constructivist approach, active learning enables students to relate prior experience and the newly learned material. In this theory, it can be learned and understood when there is a cognitive structure in the mind of the learner to which it can be connected. According to the author, we always need anchors to which new information can be connected (Olsen and kagan

1992). This process enables the students learn through active involvement. They interact with one another, with their teacher and with the content. Aggarwal, J.C. (1996) suggests three types of interaction in active learning: learner- learner interaction, learner- instructor interaction and learner- content interaction. The learner- learner interaction shows that students work together, set group goals, practice peer assessment, etc. The learner teacher interaction shows that the teacher coaches, guides, helps, and encourages the students' activities while teaching learning is going on; the learner- content interaction indicates that students work on activities solve problems, think critically, reason out, and relate the content to their knowledge.

Methods of Active Learning

To make active leaning more effective, appropriate methods are needed. Active and meaning full learning (the recent approach) needs to be implemented through using different instructional methods. For this study the following methods are selected to be discussed as follows:

Methods of Problem Solving

This method is very use full for the students understanding and critical thinking ability. Problem solving is most eclectic approach for teaching higher level thinking process, helping students to construct their own knowledge, and the social and physical world around them. The authors add, this essence of problem based instruction consists of presenting students with authentic and meaning full problem situations that can serve as spring boards for investigations and inquiry (Brown & Atkins, 1988, cited in Biadglign, 2010).

Discussion Methods

Discussions help for a two-way exchange of information among or between students while working together in pairs or in a small group. Students actively involve in talking to one another in a group or to each other. This method is used to solve problems. put. It is a useful way of exploring attitudes and to help change un helpful or anti social attitudes. While discussing in a group, more of the talking is done by the students than by the teacher. The teacher facilitates the learning and leaves the lion`s share to the students. They freely talk about the topic, exchange information, make decisions and come to a common agreement. The methods provide them with opportunities to participate in the learning process, forward feelings, suggestion or comments freely (Reece & Walker, 2003). During discussion, the teacher is expected to: orient students towards the objectives and the values of discussions, makes sure that the flow of ideas happen between or among the students, promotes a compromise to arrive at a common agreement. Students learn from each other and/ or one another through cooperative learning as this is a better way for the students to practice active learning. Slavin (2000) puts, "cooperative learning refers to instructional method in which teachers organize students in to small groups in which then work together to help one another learn academic contents."

Role Play

This method enables students to increase their abilities to develop confidence, oral expression reasoning out, and to understand others. In this method at active learning, students improve their problem solving skills. When they role play. Students perform their shares, they dramatize the lesson. Role playing is also called "socio- drama" and psychological drama "it is particularly useful for motivating and developing learners' feeling and attitudes (ICDR, 1999).

Debates

These are organized discussions using certain rules for the purpose of "gain" or "lose" in a competition. According to Reece and Walker (2003), "A debate is very similar to discussion but tends to have more rules regarding procedures." In this process of learning, students argue on issues which are controversial. Here, representatives are selected to debate for their groups that they represent. The whole class is divided into two groups, each supporting their sides. The debate has a time keeper, a chair person to preside the debate, judges to make decisions and announce the winner and the loser. Like discussion, debates help students to work in a group for a common goal. Since students do this through speaking they develop speaking skills.

Brain Storming

This method is used to make learners generate ideas individually or in a group. While working together, students produce ideas, relate to their prior knowledge and make predictions about the topic they are given. Allen, Kirtk (2006) puts students generate as many ideas as possible about a topic an ideal storm. Students may use charts, graphs, tables display what they have. Brain storming helps the teacher to gther ideas from students, compare and contrast with what he is going to say in the lesson and come to a common conclusion. So brain storming is good for group learning.

Peer Teaching

Peer teaching and learning is also one way of active learning. Teaching others provides the most beneficial and immediate use of learning to the students. Select individuals to present topics to the class and limit the time they may use to do so (Tirualem Ayalew, 200). Another scholars Bennett, *et al.,* (1996) add "peer teaching is a participatory, active, democratic strategy integrated in to the students own experience, that results in deep learning."

Project Method

Anderson, L. and Mc Carthy (2000), a project is an activity carried out by an individual student or group of students in a more natural and free environment than that of an everyday classroom. It is important for a project to have a specific and measurable goal to be attained on its accomplishment. Here, teacher coaches and guides where students are given freedom and ample time to collect information for their project work. It is a collaborative investigation of a real life situation, problem solving under the gfuidance and supervision of the teacher. Students plan their work before they embark the actual work in their immediate environment individually or in a group.

Reflective Thinking

Reflective thinking is part of critical thinking process referring specifically to the process of analyzing and making junjments about what has happened. Deme Abera (2007) suggests that

reflective thinking is an active, persistent and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking-assessing what they know, what they need to know, and how they bring that gap during learning situations. Reflective thinking focuses on the process of making judgments about what has happened. However, reflective thinking is most important in promoting learning during complex problem solving situations because it provides students with an opportunity to step back and think about how they actually solve problems and how a particular set of problem solving strategy is appropriated for achieving their goal. Reflective thinking helps learners develop higher-order thinking skills by prompting learners to a) relate new knowledge to prior understanding, b) think in both abstract and conceptual terms, c) apply specific strategies in novel tasks, and d) understand their own thinking and learning strategies. http://www.coft.edu/ete/teacher/reflect.htm/

Discovery Learning

An approach to instruction through which students interact with their environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments (Ormrod, 1995: 442). The idea is that students are more likely to remember concepts they discover on their own. Teachers have found that discovery learning is most successful when students have prerequisite knowledge and undergo some structured experiences (Bransford, *et al.,* 2003). Discovery learning provides students with opportunities to develop hypotheses to answer questions and can contribute to the development of lifelong love of learning. Students propose issues or problems, gather data and observations to develop hypotheses, confirm or refine their hypotheses, and explain or prove their problems. So, what one can understand is that discovery learning like reflective thinking, can also widens the students' learning capacity and can promote active learning.

Methods of Active Learning

To make active leaning more effective, appropriate methods are needed. Active and meaning full learning (the recent approach) needs to be implemented through using different instructional methods. For this study the following methods are selected to be discussed as follows:

The Traditional Approach

This process of instruction is a teacher dominated /a teacher-centered/ way of instruction that gives authority and responsibility for the teacher. Here, the teacher is considered to be the only source of knowledge (teacher knows best). This method of instruction encourages more of chalk and talk`` which makes most of the students passive receivers. This model is mostly characterized by "listen and learn" the teacher maximize delivery of information and controls the class with little evolvement of students. Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignment, and spitting out answers (Chickering and gamson, 1987). Another scholar (Gholami, 2004) adds ``all genuine learning is active, not passive. It involves the use of mind, not just the memory. It is the process of discovery in which the student is the main agent,

not the teacher. Students are expected to absorb pieces of information, usually provided by the teacher. Here, little emphasis is given for linking facts and making the lesson coherent and meaningful whole. Memorizing facts only may be used only for the sake of passing tests. Worku (2011) puts often just memorizing the facts is sufficient and is thought to be successful learning (since this is what is tested in examinations). Students run here and there during exams searching for information to pass exams, not for general knowledge. Even they cheat in examinations. According to worku (2011), the instructor only needs to know the discipline he/she does not have to know how to teach; and that students are expected to record and absorb knowledge. The writer puts the characteristic features of passive learning as follows:

- Students are assumed to enter the course with minds like empty vessels or sponges to be filled with knowledge.
- The class is mostly dominated by verbal lectures.
- Instruction is verbal and text book oriented
- Instructor reads definitions, concepts, principles, etc. so as to enable students to recite them when ever required.
- On exams, students regurgitate what the instructor told them or what they have memorized.

In EFL classes, lecture methods could be better for teachers to give information to the students quickly and with limited resources. Writing key words on the black board,(Worku, 2011), can help students to follow and to take notes of what is important. As described by different scholars in the traditional (teacher central approach, students are passive receivers of knowledge teachers and text books are sources of authority lecture dominates the class. The emphasis is given for the subject matter (content) and competition, not for the students` better academic performance. Teacher (institution-centered) system (Biadgilign, 2010), has also been criticized on the ground they tend to encourage spoon feeding and provides little chance for learners to be challenged. The main activities of the students here is that they listen, copy from the blackboard, may respond to the questions raised by the teacher.

Teachers' Attitude

Teachers are agents to abridge learners and learning. Scholars have made it clear that the attitude of teachers towards the implementation of active learning is a determinant variable. Ghaith, G. and Yaghi, H. (1998) "Teachers' attitude towards active learning largely depends on the epistemology they adhere``. This indicates teachers who strongly support positive epistemology assume that knowledge exists separately from the learner. The assumption is that the teacher is the source of knowledge and knows best. Teaching takes a predominant role over learning, which means learners are assumed to be "empty vessels" to be filled by the teacher (Plass, 2000). Thus, teachers with positive epistemology could have negative attitude towards active learning, which adversely affect the students' learning. Foreign language instruction requires the knowledge of the language itself (linguistic aspect) and the methodology to teach (language pedagogy) the teacher must know the description of the structure of the language. He must also know the linguistic factors of the language of the students in order to understand the particular problems they will have in learning the target language (Lado, 1971). Besides, Harmmer (2001) adds," the methodology by which the students are taught influences their skills development to some extent."

Effective strategies through which instructions are made possible can contribute a lot to promote active learning. Nevertheless, this depends largely up on the role and quality of the teacher who plays a pivotal role in the teaching learning process. Instructional methods by themselves cannot do much to improve learning and thus their value lies on the professional skills of the teacher in using them (Gunlli, A. 2008). Teachers give priority to the completion of the subject matter (language content) within the scheduled time. They give a little space for the students' deep understanding and getting competent enough. Michael, J., (2007) (a report from eight countries) put, sometimes teachers cover the subject matter instead of relating to students' prior knowledge, and sometimes they are satisfied when students show a limited kind of understanding without grasping the real world implications (verbalism). Sometimes teachers solve the prior knowledge problem by selecting only a few topics that interest students. This indicates teachers' sticking to the lecture method (competition than performance) focused ways of instruction influences active learning. Diribsa (1999) on his part adds "Due to excessive materials to be covered, and heavy work load, teacher are forced to put more emphasis on portion coverage and make the teaching learning teacher centered; it is the teacher who goes through the teaching material than the students."

Students' Attitude

According to a report from eight countries on active learning (OECD), several impediments to active learning have to do with students' characteristics. As scholars suggest, students differ in the way they see the fundamentals of learning and the division of tasks between teachers and students. They add, there were students who regard learning as copying ideas in information out of books and the heads of teachers in to their own heads… will not engage in active learning on their own (Patricia and Meyer Spacks, ed. 1996). This is what we practically observe in the actual classroom teaching. Students hardly take part in active learning process. They consider as if he/she knew everything, they like things done by the teacher what we commonly call "chalk and talk" Many students do not set goal rather, they are exam oriented. This idea is supported by Salman, M.F. (2009) "many students do not think about the goals of learning, they take learning for granted." The scholars add, "- - - they do not make their goals explicit, nor do they pay attention to the goals formulated in books. As a consequence of this, many students fail to vary their learning approach according to task demands and imposed learning goals."Students who once developed adaptations to teacher dominated instruction may find it difficult to benefit from active learning. Motivational, volitional and affective factors may also impede active learning. According to this report, some students also believe that active learning requires too much effort or energy. Those who do not believe that they are able to learn in active way and reach acceptable or even better results (lack of self confidence), may not even try to engage in it (Silberman, M. 1996).

The professional skills or quality of teachers

Effective instruction requires well qualified teachers who contribute a lot to promote active learning. Mutass and Wills (1995) put "Instructional methods by themselves cannot do much to improve learning and thus their value lies on the professional skills of the teachers in using them." For effective implementation of active learning in the English language classes, teachers need to be well armed with the necessary skills and knowledge (Hailu wubishet, 204).

MATERIALS AND METHODS

Research Design

Qualitative and quantitative, mixed, research designs were given due emphasis in this study. These research methods were thought to be more appropriate to show the picture of the works. They can provide information about the current status of active learning practices; moreover, they are useful to draw valid conclusions about the study.

Subjects

Based on the objectives and research questions of the study, Wonji secondary and Wonji Gefferssa Secondary schools grade 9 students, 4 English language teachers, the supervisor and the directors were included using purposive sampling techniques.

Samples and sampling techniques

The study population was 1202 Wonji secondaryand Wonji Gefferssa schools grade 9 students. Data were collected from 180 male and 201 female students; systematic random sampling technique was employed to choose the sample students from 659 male and 543 female students. Among the total population of 1202 students of grade 9, only 33% were selected. All English teachers, 8 of grade 9, the supervisors and the directors were included through purposive sampling technique.

Instruments of data collection

The data were collected using observations, open ended and close ended questionnaires, and semi structured interviews.

Questionnaire

The researcher developed a questionnaire and translated it into local language (Amharic) so that students could respond to every item without any confusion. Having it checked by the advisor and other experienced colleagues; the researcher distributed it among the respondents.

Observation

To collect real information from the source, the researcher prepared a checklist and employed to find out the needed information for the study. Four class contacts were made to collect the data to complement the information collected through the questionnaire. This was done while the teachers were teaching in the actual classes and while the students were working together. The result of the observation was discussed under this paper. Four teachers were observed in four different sections at least for half an hour for four days.

Interviews

A semi-structured interview questions were developed on the basis of the research question to be addressed. In doing so, interview questions were conducted to the vice director, the academic supervisor and the teachers who teach the English language to students of grade 9 at the school.

In line with observations, this tool complements the information collected from these respondent groups excluding the students.

Methods of Data Collection

Data were collected from the participants on a voluntary basis. For the successful and achievement of the objectives with this research, appropriate steps were followed accordingly. The target population was determined to pick the respondent groups among the students, the teachers, the school directors and the academic supervisor. Well experienced colleagues were dealt with to get advice on how to collect information from respondents. Two of my colleagues suggested that pilot study had to be done to check the questionnaire before distributing among the respondents. The reliability of the questionnaire was checked by an experienced colleague using Richardson and Roger 20/21. Moreover, four classrooms were observed, English teachers (four in number), school supervisor (one), and the vice director were interviewed to get their insights about active learning implementations in grade 9 English classes.

Methods of Data Analysis

In this particular study, both qualitative and quantitative data processing techniques were used. The data obtained through close ended questions were tabulated and described as well quantitatively using percentages, mean scores and grand mean. This was done by tabulating the raw data. The data obtained through interviews, open ended questionnaire and classroom observations were discussed in order to complement those obtained through questionnaires. These data were highly integrated to provide readers with the whole picture of the work done.

RESULTS AND DISCUSSION

The objectives of this study were to examine implementations of active learning, strategies employed during the implementation, and factors affecting the actual practice of active learning in grade nine English classes of Wonji Secondary School.

	Item	Values	5		4		3		2		1		Total	Mean
		Respondents	N	%	N	%	N	%	N	%	N	%		
1.1	Discussions, group and pai works, information exchanges are used	Students	54	27.83	36	18.55	66	34.02	21	10.82	17	8.76	671	3.45
		Teachers	-	-	2		2		-	-	-	-	14	3.50
		Supervisor	-	-	1	-	-	-	-	-	-	-	4	4.00
		Director	-	-	1	-	1	-	-	-	-	-	7	3.50
		Total	54	27.83	40	19.9	69	35.56	21	10.44	17	8.45	696	3.46
1.2	Lecture methods are used	Students	98	50.51	56	28.86	20	10.30	14	7.21	6	3.09	808	4.16
		Teachers	-	-	2	-	2	-	-	-	-	-	14	3.50
		Supervisor	-	-	-	-	1	-	-	-	-	-	3	3.00
		Director	-	-	-	-	2	-	-	-	-	-	6	3.00
		Total	98	48.75	58	28.85	25	12.43	14	6.96	6	2.98	831	4.13
1.3	Most of the instruction is learner centered	Students	44	22.08	32	16.49	70	36.08	20	10.30	28	14.43	626	3.22
		Teachers	-	-	-	-	3	-	-	-	-	-	9	3.00
		Supervisor	1	-	-	-	-	-	-	-	-	-	5	5.00
		Director	1	-	-	-	1	-	-	-	-	-	8	4.00
		Total	46	22.88	32	15.92	74	36.81	20	9.95	28	13.93	648	3.22
1.4	In the English class, only clever students ask and answer questions and have their works checked	Students	39	20.10	34	17.52	26	13.40	74	38.14	21	10.82	578	2.99
		Teachers	-	-	1	-	2	-	-	-	1	-	11	2.75
		Supervisor	-	-	-	-	1	-	-	-	-	-	3	3.00
		Director	1	-	1	-	-	-	-	-	-	-	9	4.50
		Total	40	19.9	36	17.91	29	14.42	74	36.81	22	10.94	601	2.99
1.5	The teacher writes correct answers on the black board or tells orally and students jot them down	Students	33	17.01	30	15.46	110	56.70	10	5.15	12	6.18	647	3.33
		Teachers	-	-	-	-	2	-	2	-	-	-	10	2.50
		Supervisor	-	-	1	-	-	-	-	-	-	-	4	4.0
		Director	1	-	0	-	-	-	1	-	-	-	7	3.5
		Total	34	16.91	31	15.42	112	56.72	13	6.46	12	5.97	668	3.32

		Responden	N	%	N	%	N	%	N	%	N	%		
1.6	Active learning takes too much time	Students	61	31.44	44	22.68	32	14.49	28	14.43	29	14.94	662	3.41
		Teachers	1	-	1	-	1	-	-	-	-	-	12	4.00
		Supervisor	-	-	-	-	-	-	1	10	-	-	2	2.00
		Director	-	-	-	-	2	100	-	-	-	-	6	3.00
		Total	62	30.08	45	22.38	35	17.41	29	14.42	29	14.42	682	3.39
1.7	The teacher and the students practice interactive learning so that active learning is realized	Students	70	36.08	58	29.89	32	16.49	24	12.37	10	5.15	736	3.79
		Teachers	-	-	3	75	-	-	-	-	-	-	12	4.00
		Supervisor	-	-	-	-	1	100	-	-	-	-	3	3.00
		Director	-	-	-	-	2	100	-	-	-	-	6	3.00
		Total	70	36.08	61	31.44	35	18.04	24	12.37	10	5.15	757	3.76
1.8	Speaking, listening, writing and reading are exercised frequently	Students	30	26.28	42	21.64	51	15.46	34	17.52	30	15.46	569	2.93
		Teachers	3	75	-	-	-	-	1	25	-	-	17	4.25
		Supervisor	1	100	-	-	-	-	-	-	-	-	5	5.00
		Director	-	-	2	100	-	-	-	-	-	-	8	4.00
		Total	34	28.35	44	22.68	51	15.46	35	18.04	30	15.46	599	2.98
1.9	Students get more interested in grammar lessons	Students	42	21.64	58	15.46	41	21.13	23	11.85	30	29.89	641	3.30
		Teachers	1	25	1	25	2	50	-	-	-	-	15	3.75
		Supervisor	-	-	-	-	1	100	-	-	-	-	33	3.00
		Director	1	50	-	-	-	-	1	50	-	-	7	3.50
		Total	44	21.89	59	15.42	44	21.89	24	11.94	30	28.85	666	3.31
1.10	Active learning enhance language competence so the teacher and the students practice it	Students	64	32.99	45	23.19	42	21.64	21	10.82	25	12.88	693	3.57
		Teachers	1	25	1	25	1	25	1	25	-	-	14	3.50
		Supervisor	-	-	-	-	1	100	-	-	-	-	3	3.0
		Director	-	-	1	50	-	-	-	-	1	50	5	2.5
		Total	65	33.50	47	24.22	44	22.68	22	11.34	26	13.40	715	3.55

Note: 5=Always   4= More often   3= Sometimes   2= Rarely   1= Not at all

As it has been portrayed in the above table, according to the respondents, group and pair discussions and information exchange are not frequently practiced. Students' participation is very less; instead lecture method of instructional approach dominated the class. This discourages active learning. During the class time, the teachers give more attention to a few students who they think are cleverer than others. Never the less, the middle scorers and under achievers were nearly neglected. Teachers write correct answers on the chalk board or they tell their students orally. This in turn hampers the students' problem solving capacity; it leaves the students dependent learners. In other words, this way of instruction discourages active learning.

Note: 5= Strongly agree   4= Agree   3=Partially agree   2= Disagree   1= Strongly disagree

	Items	Respondents	5		4		3		2		1		Total	Mean
			N	%	N	%	N	%	N	%	N	%		
2.5	Problem solving and discovery learning are ways frequently used.	Students	33	17.01	38	19.58	37	19.07	33	17.01	53	27.32	547	2.81
		Teachers	1	-	1	-	-	-	-	-	1	-	10	3.33
		Supervisor	1	-	-	-	-	-	-	-	-	-	5	5.00
		Directors	1	-	-	-	1	-	-	-	-	-	8	4.00
		Total	36	17.91	39	19.40	38	18.90	33	16.41	54	26.86	570	2.83
2.6	Peer teaching, peer assessment and feedbacks are there in active learning EFL class	Students	59	30.41	47	24.22	30	15.46	20	10.30	38	19.58	651	3.35
		Teachers	-	-	-	-	2	50%	2	50%	-	-	10	2.5
		Supervisor	-	-	-	-	-	-	1	100%	-	-	2	2.00
		Directors	-	-	2	-	-	-	-	-	-	-	8	4.00
		Total	59	29.35	49	24.37	32	15.92	23	11.44	38	18.90	671	3.33
2.7	Students learn the English language through question and answer	Students	64	32.99	46	23.71	39	20.10	16	8.24	29	14.42	682	3.51
		Teachers			3	75%			1	25%			14	3.5
		Supervisor					1	-					3	3.00
		Directors					2	-					6	3.00
		Total	64	31.84%	49	24.37%	42	20.89%	17	8.45%	29	14.42%	705	3.50

		Respondents	N	%	N	%	N	%	N	%	N	%	Total	Mean
2.8	Teacher knows all. Students learn from the teacher's explanation	Students	16	8.24	56	28.86	36	18.55	14	7.21	72	37.11	512	2.63
		Teachers					1	-	1	-	2	-	7	1.75
		Supervisor			1	-							4	4.00
		Directors					1	-			1		4	2.00
		Total	16	7.96	57	28.35	38	18.90	15	7.46	75	37.31	527	2.62
2.9	Debate sessions are there during EFL classes	Students	36	18.55	39	20.10	39	20.10	32	16.49	48	24.74	565	2.91
		Teachers					1	-	1	-	2	-	7	1.75
		Supervisor			1	-							4	4.00
		Directors									2	-	2	1.00
		Total	36	17.91	40	19.9	40	19.9	33	16.41	52	25.37	578	2.87
2.10	Learners expect everything from their teacher	Students	18	9.27	28	14.43	113	58.24	14	7.21	21	10.82	590	3.04
		Teachers			2	-			1	-	1	-	11	2.75
		Supervisor							1	-			2	2.00
		Total	18	9.27	30	15.46	114	56.71	16	7.96	23	11.44	607	3.01

This part comes with strategies used to implement active learning in grade nine English classes. According to the data obtained through a questionnaire, the following conclusions have been made. Group discussion helps students to exchange views and learn from one another; never the less, this strategy of learning was not well practiced in the class rooms. When students role-play, the act out the scene and make the teaching-learning realistic, but it is done only sometimes. Field works such as observation and report writing is crucial for language learners. It also encourages discovery learning. However, it is rarely practiced in these language classes. Peer teaching, peer assessment, and feedback provision among language learners helps them develop mutual assistance. But the strategy is little implemented. Question and answer as well as debates help to develop speaking skills, but these strategies, especially debates were nearly absent. This implies that teachers do not pay attention to these techniques of instruction. Generally speaking, the necessary strategies of implementing active learning were not considered by the teachers of the English language to grade 9 students of the school.

Table 4. Responses to the challenges teachers and students face

		Respondents	4		3		2		1		Total	Mean
			N	%	N	%	N	%	N	%		
3.1	Time constraints	Students	41	21.13	54	27.83	45	23.19	54	27.83	470	2.42
		Teachers	1	-			1	-	2	-	8	2.00
		Supervisor							1	-	1	1.00
		Directors			1	-	1				5	2.50
		Total	42	20.89	55	27.36	47	23.38	57	28.35	484	2.40
3.2	Lack of awareness towards the benefits of active learning	Students	40	20.61	53	27.32	61	31.44	40	20.61	481	2.47
		Teachers	1	-			1	-	2	-	8	2.00
		Supervisor					1	-			2	2.00
		Directors	1	-	1						7	3.5
		Total	42	20.89	54	26.86	63	31.34	42	20.89	498	2.47
3.3	Reluctance of the students to participate (unwillingness)	Students	56	28.86	46	23.71	45	23.19	47	24.22	499	2.57
		Teachers	1	-	1	-			2	-	9	2.25
		Supervisor					1	-			2	2.00
		Directors			1	-	1				5	2.5
		Total	57	28.35	48	23.88	47	23.38	49	24.37	515	2.56
3.4	Adaptation of dependent learning by students	Students	71	36.59	30	15.46	52	26.80	41	21.13	519	2.67
		Teachers	1	-	2	-			1	-	11	2.75
		Supervisor			1	-					3	3.00
		Directors			2	-					6	3.00
		Total	72	35.82	35	17.41	52	25.87	42	20.89	539	2.68
3.5	Little or no proper support to the teachers and the students as well	Students	61	31.44	51	26.28	40	20.61	42	20.89	519	2.67
		Teachers			2	-	1	-	1	-	9	2.25
		Supervisor					1	-			2	2.00
		Directors			2	-					6	3.00
		Total	61	30.34	55	27.36	42	20.89	43	21.39	536	2.66
3.6	Adaptation to lecture method of teaching	Students	47	24.22	60	30.92	55	28.35	32	16.49	510	2.62
		Teachers			4	-					12	3.00
		Supervisor	1	-							4	4.00
		Directors			2	-					6	3.00
		Total	48	23.88	66	32.83	55	27.36	60	15.92	532	2.64

Note: 4= Most Serious   3= Serious   2=Less serious   1= Not serious

		Respondents	4		3		2		1		Total	Mean
			N	%	N	%	N	%	N	%		
3.7	In adequate training about active learning practices in the English language classes	Students	63	32.47	34	17.52	47	24.22	50	25.77	498	2.56
		Teachers	2	-	2	-	-	-	-	-	14	3.50
		Supervisor	1	-	-	-	-	-	-	-	4	4.00
		Directors	2	-	-	-	-	-	-	-	8	4.00
		Total	68	33.83	36	17.91	47	23.38	50	24.87	524	2.60
		Students	36	18.55	41	21.13	58	29.89	59	30.41	442	2.27
3.8	Teacher's Work load	Teachers	3	-	1	-	-	-	-	-	15	3.75
		Supervisor	-	-	-	-	1	-	-	-	2	2.0
		Directors	1	-	-	-	-	-	-	-	6	3.0
		Total	40	19.9	42	20.89	60	29.85	59	29.35	465	2.31
3.9	Learning environment is not conducive	Students	48	24.74	40	20.61	42	21.64	64	32.94	460	2.37
		Teachers	-	-	-	-	3	75%	1	25%	7	1.75
		Supervisor	-	-	1	100%	-	-	-	-	3	3.00
		Directors	-	-			2	-	-	-	4	2.00
		Total	48	23.88	41	20.39	47	23.38	65	32.33	474	2.35
		Students	51	26.28	42	21.64	55	28.35	46	23.71	486	2.50
3.10	Lack of background knowledge or experience in lower grades	Teachers	3	-		-	1	-			14	3.50
		Supervisor	1	-							4	4.00
		Directors			-1		1	-			5	2.50
		Total	55	27.36	43	21.39	57	28.35	46	22.88	509	2.53

Note: 4= Most serious 3= Serious 2= Less serious 1= Not serious

Based on the evidence obtained, the major factors that affect the implementation of active learning are as follows. Students' reluctance makes problems here. This could be because of their little experience in lower grades. Lack of professional support to the teachers worsens the problem. This could be solved if frequent workshop and training programs were made available. Teacher' adaptation to lecture method of language instruction was also the other factor that affected the actual implementation of active learning in these classes. This method of instruction could leave the students remain little competent in the target language.

Analysis of Data Obtained through Classroom Observation

As it has been discussed so far, evidences through the observation checklist indicated that the majority of the language instruction was lecture method. In all sections observed, the student's participation was very little, things were mostly done by the teachers and a few students. So learner-centered approach to teaching learning was not promising; this in turn hinders the students' language proficiency and can be a threat for their future learning. Language learning strategies such as problem solving role-playing, project works, etc were given no emphasis; however, lack of experience with this regard leaves the students to be in danger of getting low achievers and little component in the target language. Among the factors, little resource, little experience and students' reluctance were seen major problems to affect the implementation of active learning in this particular grade level.

Analysis of data obtained through semi-structured interviews

The data obtained from semi structured interview of teachers, supervisor and school directors summarized that active learning has got little attention (particularly according to the teachers' responses) in grade nine English classes of the school. In addition, the use of language teaching-learning strategies are not employed as it is needed. Moreover, the students' attitude towards active learning method of language instruction affects implementation of the approach to some extent.

Summary of Findings

In the light of the statistical results and qualitative data, the researchers reached at the following findings:

1. Evidences obtained through questionnaires and classroom observations show that the teaching-learning system in grade nine English classes was dominated by traditional approach. Thus, active learning was given little attention; it was not well implemented as required. This implies that the students are endanger of little competency in the target language.

2. For a better implementation of language instruction and for better learning appropriate strategies such as problem solving, role playing, discovery learning and the like are important. However, these strategies are nearly absent in grade nine English classes of the sample school.

3. According to the study, lack of professional support, students' little experience in active learning and lecture method of instruction were found to be the major factors that affect the implementation of active learning in the language classes of this grade level.

Recommendations

Based on the findings, the following recommendations that might help to promote the implementation of active learning:

1. To make the instruction active learning, appropriate professional supports must be provided to the teachers. Sustainable behavioral change has also to be attained through active learning.

2. The teachers should know their students very well within a diversified class room and assist them with this target language. Some teachers stick to the textbook only. Text books are used as a frame work but they are not enough by themselves. Teachers should be creative and flexible as well.

3. Grammar lessons and skills development should go hand in hand. Teaching grammar lessons does not mean enough for language instruction though it is the basic but learners should develop communicative competence in this target language.

4. The teacher should be resource full, good role model and helpful to his/her students.

5. Teachers must build their students' confidence and encourage them to make use of a target language in real life situation.

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Appendix -A

Hawassa University, College of social sciences and humanities school of language and communication studies.

A questionnaire to be replied by grade nine English teachers, School director and the school supervisor.

Dear Respondents,
The purpose of this questionnaire is to collect information about the practice of active learning in grade nine English classes. at wonji secondary school in East Shoa, Oromia Regional state.
Your responses are paramount importance to make recommendations that could improve the teaching learning process in the English language classes.
The completion of this questionnaire indicates how much cooperative you are for the fulfillment of the research. As everything is done anonymously. Your responses will be kept confidential.
Thank you very much indeed

Background Information

Please make a tick (√) mark in the box below or fill in the space provided as follows.

School Name: ----------------------------------

Sex: Male ☐   Female ☐

Age: 21-25 ☐   26-30 ☐   31-35 ☐   36-40 ☐   41-45 ☐   above 45 ☐

Your service year in teaching the English language: -----------------------------;as an academic supervisor----------------------; as a school Director----------------------------.

Educational background: Bed ☐ BA ☐ MA ☐ PHD ☐

Location of the school: urban Rural ☐

Dear Respondent,

The statement mentioned below relates to the actual practice of active learning in grade nine English classes. Please choose one of the alternatives for each item to indicate your position by making a tick (√) in one of the boxes.

The responses vary from 'always' to 'not at all'

5=always   4= more often   3= sometimes   2= rarely   1= not at all

1	The extent to which active learning is practiced in grade nine EFL classes	5	4	3	2	1
1.1	Discussions, group and pair works, information exchanges are used					
1.2	Lecture methods are used					
1.3	Most of the instruction is learner centered					
1.4	In the English class, only clever students ask and answer questions and have their works checked					
1.5	The teacher writes correct answers on the black board or tells orally and students jot them down					
1.6	Active learning takes too much time					
1.7	The teacher and the students practice interactive learning so that active learning is realized					
1.8	Speaking, listening, writing and reading are exercised frequently					
1.9	Students get more interested in grammar lessons					
1.10	Active learning enhance language competence so the teacher and the students practice it					

Dear Respondent, if you have any idea to add regarding the practice of active learning in the English classes, please specify.

5=strongly agree 4= agree   3=so so   2=disagree 1= strongly disagree

2	Methods used to practice active learning in EFL classes	5	4	3	2	1
2.1	Students discuss while working in groups					
2.2	Role playing.					
2.3	Completing field activities as a team work					
2.4	Assignments, project works, group works are designed and provided by the teachers					
2.5	Problem solving and discovery learning are ways frequently used.					
2.6	Peer teaching, peer assessment and feedbacks are there in active learning EFL class					
2.7	Students learn the English language through question and answer					
2.8	Teacher knows all. Students learn from the teacher's explanation					
2.9	Debate sessions are there during EFL classes					
2.10	Learners expect every thing from their teacher					

Dear respondent, if you come with any other idea, please welcome

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4 = most serious   3 = serious   2 = less serious   1 = not serious

3	Challenges faced by the teacher and the students while practicing active learning	4	3	2	1
3.1	Time constrains				
3.2	Lack of awareness towards the benefits of active learning				
3.3	Reluctance (unwillingness)				
3.4	Dependent learning				
3.5	Little or no proper support				
3.6	Adaptation to lecture method of teaching				
3.7	In adequate training about active learning practices in EFL classes				
3.8	Teacher's Work load				
3.9	Learning environment is not conducive				
3.10	Lack of background knowledge or experience in lower grades				

If you have any other problems, please specify

Appendix B

በተማሪዎች የሚሞላ ስ መጠይቅ

ውድ ተማሪዎች

ይህ መጠይቅ የተዘጋጀው በወንጀ ሁለተኛ ደረጃ ት/ቤት ዘጠነኛ ክፍል በእንግሊዘኛ ቋንቋ ትምህርት ወቅት የሚሰ ጠው ትምህርት ተማሪ ተኮር መሆን ያለመሆኑን ለማረጋገጥ ና ትምህርቱ ተማሪ ተኮር ከሆነ ደግሞ የ መማር ማስተማር ዘዴዎች ምን ምን ነ ገ ሮችን እንደሚካተቱና እንዲሁም ትምህርቱ ተማሪ ተኮር በሚሆንበት ወቅት ምን ምን ችግሮች መምህራንና ተማሪዎች እንደሚ ጋጥሙ እንዲሁም የ ችግሩ ከብደት እስከ ምን ድረስ እንደሆነ ለማወቅ ከተማሪዎች በቂ መረ ጃ ለ መሰ ብሰብ ነው፡ ፡ እናንተ የ ምትሰጡት መረ ጃ ለዚህ ጥናታዊ ፁሁፍ ስኬታማነት የ ሚያ ግዝ መሆኑን ከ መገለፅ ጋር ነ ው፡ ፡ ውድ ተማሪዎች የ ምትሰጡት ማንኛውም መረ ጃ በ ሚስጥር የ ሚያ ዝ ስለ መሆኑ ከ ወዲሁ ልናረ ጋግ ጥላ ችሁ እንወዳለን፡ ፡
ስለ ዚህ የ ምትሰጡትን መረ ጃ ስ ማችሁን መፃ ፍ አ ይጠበ ቅ ባ ችሁም፡ ፡

ከ ምስ ጋና ጋር

ጠቅ ላ ላ

የ ግል ማስረ ጃ

የ ት /ቤቱ ስ ም---

ፆ ታ: ወ ☐   ሴ ☐

ዕ ድሜ: 15 ዓ መት ☐   16 ዓ መት ☐   17ዓ መት ☐   18ዓ መት ☐

ከ 19 ዓ መት በ ላ ይ ☐

ክ ፍ ል አ ን ድ

መመሪ ያ : ከ ዚህ በ ታች የ ቀረ ቡት ሃ ሳ ቦች በ ዘ ጠነ ኛ ክ ፍ ል የ እ ን ግ ሊ ዝ ኛ ት ም ህ ር ት ወ ቅ ት የ ት ም ህ ር ቱ አ ቀ ራ ረ ብ ተ ማ ሪ ተ ኮ ር ወ ይ ም "በ ን ቃት መ ማር " የ ሚ ል ወ ን ፁ ን ሰ ሃ ሳ ብ መ ስ ረ ት ያ ደ ረ ገ ና አ ተ ገ ባ በ ሩ ን በ ተ መ ለ ከ ተ የ ተ ዘ ጋ ጁ ና ቸ ው፡ ስ ለ ዚ ህ ለ እ ያ ን ዳ ን ዱ ጥ ያ ቄ መ ል ስ ለ መ ስ ጠ ት የ "√" ም ል ክ ት በ መ ጠ ቀ ም ሃ ሳ ብ ዎ ት ን ይ ስ ጡ ፡
5= ማለ ት ሁ ል ጊ ዜ 4= ማለ ት አ ብ ዛ ኛ ውን ጊ ዜ 3= እ ን ዳ ን ዴ 2= አ ል ፎ አ ል ፎ
1=ማለ ት በ ፍ ፁም ማለ ት ነ ው

ክፍል አንድ፡

1	በንቃት መማር (active learning) እና አተገባበሩ	5	4	3	2	1
1.1	እንግሊዝኛ ቋንቋ ስነማር በወይይት፣ በቡድን በጥንድ መስራትና እርስበርስ ሃዛብ በመለዋወጥ በንቃት እንማራለን፡፡					
1.2	መምህራችን የማኬ ግሩኗን እናዳምጣለን፤ መምህሩ ጥቁር ሰሌዳ ላይ የማዖፉትን በደብተራችን እንገለብጣለን፤ ኣቤት ገብተን መልመጃዎችን እንሰራለን፡፡					
1.3	በእኛ የእንግሊዝኛ ትምprobት ክፍል ወስጥ አብዛኛው የመማር ማስተማር ሂደት ተማሪ ተኮር ነ ው፣ መምህራችንም በጋራ እንድንሰራ አገ ዛ ያደርጉልናል፡፡					
1.4	በእንግሊዝኛ ክፍለ ጊዜያችን ጎስዛ ተማሪዎች ብቻ ጥያቄ ይጠይቃሉ፣ መልስ ይመልሳሉ፣ ደብተር ይታረ ምላቸዋል፡፡					
1.5	መምህራችን ትክክለኛወን መልስ ጥቁር ሰሌዳ ላይ ይይፋሉ፣ ወይም በቃል ይን ግሩናል፣ እኛም እንፅፋለን፡፡					
1.6	ኣሳታፊ የትምህርት ኣሰጣጥ ሂደት ጊዜ ስለ ማወድ መምህሩ ማብራሪያ ይሰጡሉ/ጊ ዜ ለ መቆጠብ ሲባል/					
1.7	በእኛ ክፍል ወስጥ በእንግሊዝኛ ቋንቋ ትምህርት ወቅት መምህራችንም ሆነ እኛ/ ተማሪዎች/ በንቃት መማርን እንተገ ብራለን፡፡					
1.8	በእንግሊዝኛ ት/ት ክፍለ ጊዜያችን በቋንቋው መነገር፣ ማዳመጥ፣ ማ ፍና ማንበብ ዘወትር እንተገ ብራለን፡፡					
1.9	መምህራችን ክንግግር ክሁሎት ይልቅ ግራመር ብቻ ቢያስተምሩን እንወዳለን፡፡					
1.10	በንቃት መማር /ተማሪ ተኮር የትምህርት ሂደት/ የእንግሊዝኛ ቋንቋን ለማዳበር ይጠቅመል ስለዚህ እኛም ይህንኑ ኣየተገበርን እንገኛለን፡፡					

ወድ ተማሪዎች ስለ ትምህርት ኣሰጣጡተማሪ ተኮር መሆንና ስለ አተገባበሩ/ተግባራዊነ ቱ ያላችሁን ሃዛብ ፃ ፉ፡፡

ክፍል ሁለት፡ -የትግበራ ዘዴዎች

መመሪያ፡ የሚከተሉት ሃዛቦች በእንግሊዝኛ ትምህርት ሂደት ወቅት ትምህርቱን ተማሪ ተኮር ለማድረግ ወይም እንግሊዝኛን በንቃት መማርን /Active learning/ ለ መተግበር መምህራሩ ተማሪዎች የሚጠቀመትን ዘዴዎች ይመለክታሉ፡፡ መልሶችም ከ "በ ጣም አስ ማማሉ ሁ እስከ "በ ጣም አቃወማሉ ሁ" ድረስ የ ተሰጠናቸው፡፡
ወድ ተማሪዎች መልስ ለ መስ ጠት የ "√" ምልክቱን በተገ ቢውሃጥን ወስጥ በማድረግ መልሱ፡፡
መፍቻ፡ 5 ማለት በ ጣም አስ ማማሉ ሁ፣ 4 ማለት እስማማለ ሁ 3 ማለት በከ ፊል እስማማለ ሁ 2 ማለት እ ቃወማለ ሁ 1 ማለት በ ጣም እ ቃወማለ ሁ ማለት ነ ው፡፡

2	የትግበራ ዘዴዎች	5	4	3	2	1
2.1	እንግሊዝኛን በ ወይይት መልክ እንማራለን፡፡					
2.2	ትምህርቱን ተግባራዊ ለ ማድረግ ሲባል ተማሪዎች የ ራሳቸውን ድርሻ ይወጣሉ					
2.3	ትምህርቱን በ ተመ ሌከ ተ የ መስ ክ ስራ ሲ ሰ ጠን ሰ ርተን ለ ከፍል እናቀርባለን፡፡					
2.4	የ ቤተ ስ ራዎች አሳ ይመን ቶችና የ ቡድን ስ ራዎች በ ደ ንብ ተ በ ጋ ጅተውይስ ጠናል፣ እኛም በ ጋራ እንሰራለን፡፡					
2.5	ፕሮብልምችን መፍ ታት፣ የ ፈ ጠራ ስ ራዎች እና ሌሎ ች ተዛ ማ ች ዘ ዴ ዎ ች ዘ ወ ትር በ እንግሊዝ ክፍ ለ ጊዜ ያ ችን የ ምን ተገ ብራቸውተግ ባ ሮ ች ናቸው፡፡					
2.6	በ እንግሊዝኛ ትምህርት ወቅ ት እርስ በ ር ሳ ችን እ ን ማ ማ ራ ለ ን፣ ስ ህ ተቶ ች ንን ም እ ን ተ ራ ረ ማ ለ ን እ ን ዲ ሁ ም ግ ብ ረ መ ል ስ እ ን ሰ ጣ ጣ ለ ን፡፡					
2.7	እ ን ግ ሊ ዝ ኛ ን በ ጥ ያ ቄ ና መ ል ክ እ ን ማ ራ ለ ን፡፡					
2.8	መ ም ህ ራ ች ን ሁ ሉ ን ም ስ ለ ሚ ያ ወ ቁ አ ሳ ች ው ም ይ ደ ር ጉ ል ን ገ ለ ፃ ላ ይ ተ መ ስ ር ተ ን እ ን ማ ራ ለ ን፡፡					
2.9	በ እ ን ግ ሊ ዝ ኛ ቋ ን ቋ ክ ፍ ለ ጊ ዜ ያ ች ን ን ም ክ ር ክ ር ጊ ዜ ይ ኖ ረ ና ል እ ን ማ ር ብ ታ ለ ን ም፡ ፡					
2.10	ማ ወ ቅ የ ሚ ገ ባ ን ን ነ ገ ር ሁ ሉ መ ም ህ ራ ች ን ይ ነ ግ ሩ ና ል፡፡					

ክ ፍ ል ሶ ስ ት

ወ ድ ተ ማ ሪ ዎ ች ክ ዚ ህ በ ታ ች የ ተ ዘ ረ ዘ ሩ ሃ ዛ ቦ ች የ እ ን ግ ሊ ዝ ኛ ን ቋ ን ቋ ት ም ህ ር ት ተ ግ ባ ራ ዊ ክ ማ ድ ረ ግ አ ኳ ያ መ ም ህ ራ ን ና ተ ማ ሪ ዎ ች የ ሚ ጥ ሟ ቸ ው ን ች ግ ሮ ች እ ና የ ች ግ ሮ ቹ አ ስ ከ ፊ ነ ት አ ስ ከ ም ን ድ ረ ስ መ ሆ ኑ ን ለ ማ ወ ቅ የ ሚ ያ ገ ለ ግ ሉ ና ቸ ው፡ ፡ ሃ ዛ ቦ ቹ ን ክ ተ ረ ዳ ች ሁ በ ኃ ለ የ "√" ም ል ክ ት በ መ ጠ ቀ ም መ ል ሱ፡ ፡
የ ች ግ ሩ ደ ረ ጃ ክ በ ጣ ም አ ስ ከ ፊ እ ስ ክ አ ስ ከ ፊ ያ ል ሆ ነ ተ ብ ሎ ተ ቀ ም ጧ ል 4 ማ ለ ት በ ጣ ም አ ስ ከ ፊ 3 ማ ለ ት አ ስ ከ ፊ 2 ማ ለ ት መ ጠ ነ ኛ 1 አ ስ ከ ፊ አ ይ ደ ለ ም
ሌ ላ ች ግ ር ካ ለ ግ ለ ጽ /ጪ

3	በ ት ግ በ ራ ወ ቅ ት የ ሚ ያ ጋ ጥ ሙ ች ግ ሮ ች	4	3	2	1
3.1	ለ መ ማ ር ማ ስ ተ ማ ሩ ተ ግ ባ ራ ዊ ነ ት የ ሰ ዓ ት እ ጥ ር አ ለ				
3.2	ት ም ህ ር ቱ ን ተ ማ ሪ ተ ኮ ር ክ ማ ድ ረ ግ የ ሚ ጠ ና ወ ን ጥ ቅ ም አ ለ መ ረ ዳ ት ና የ ግ ን ዛ ቤ ማ ነ ስ				
3.3	የ ተ ማ ሪ ዎ ች እ ም ቢ ተ ኝ ነ ት /ለ መ ሳ ተ ፍ ፍ ቃ ደ ኛ አ ለ መ ሆ ን				
3.4	ጥ ገ ኝ ነ ት ን መ ላ መ ድ /በ ራ ስ አ ለ መ ተ ማ መ ል				
3.5	የ ት ም ህ ር ት ሱ ፐ ር ቫ ይ ዘ ር ክ ት ት ል ና ድ ጋ ፍ አ ና ሳ መ ሆ ን				
3.6	መ ም ህ ር ተ ኮ ር የ መ ማ ር ማ ስ ተ ማ ር ሂ ደ ት መ ኖ ር				
3.7	ለ ተ ማ ሪ ም ሆ ነ ለ መ ም ህ ሩ የ ሚ ሰ ጠ ው ስ ል ጠ ና አ ና ሳ መ ሆ ን				
3.8	የ መ ም ህ ሩ የ ስ ራ ጫ ና				
3.9	ም ቹ የ ት ም ህ ር ት ሥ ፍ ራ የ ለ ም				
3.10	እ ታ ች ኛ ው ክ ፍ ል /እ ን ደ ኛ ደ ረ ጃ ላ ይ /ስ ለ ተ ማ ሪ ተ ኮ ር በ ቂ ል ም ድ አ ለ መ ኖ ር				

Appendix C

A semi structure Interview for Grade nine English teachers, the school Director and the school academic supervisor. The purpose of conducting this interview to the focus group interviewees is to complement the data collected through questionnaires and observation check list. As mentioned above, related interview questions are presented to the subject (English) teachers who are currently teaching the language to grade nine students, the academic supervisor who has the responsibility to facilitate the teaching learning and, the school director who has the lion's share to direct the whole activities happening in the school.

For the successful completion of this study, the following questions were used by the researcher to know the insights these people had about the implementation, methods of implementation and the factors affecting during the actual work in the EFL classes.

For English Teacher

1.Do you give more emphasis for active learning approach in your grade nine EFL classes?

2.Yes , I do [   ]   No, I don't [   ]

If yes, how often do you do so? If not, why?

3.If your class teaching is based on learner centered approach, what methods or teaching techniques do you use most? (Discussion method, Group works, etc. ,) and which method is appropriate for your teaching? Why?

4.Do you have any problems in making your teaching realistic /practical?

If you have any problems with this regard, what is that? To what extent does it affect active learning in your EFL class? How do you solve the problem?

For the school supervisor

1.Do you think the teaching learning of the EFL in grade 9 is learner centered? Is there active – learning practices in their classes?

Yes, there is [   ]   No, there is not [   ]

2.As the school academic supervisor, how often do you provide your support so that active learning would be practical?

3.Do you think there are problems in practicing active learning in the EFL classes of the said. Grade (grade nine)?

I think so [   ]   I don't think so [   ]

       If you believe there are problems, what are they? How much are they serious or to what extent do you think they can affect the implementation of active learning? How do you think can this problem be done away with?

For the school director

1.As it is known , the currently used approach of teaching is learner – centered (Active - learning) approach. Is this approach being practiced in grade nine EFL classes in your school? If yes, how often is it made practical? If not why?

2.Do you know teachers use discussion, role – play, project methods, peer teaching and cooperative learning, etc. methods during the class to make the language instruction live? As a school director, and what would you do if teachers ignore active learning / learner – centered approach not by using the mentioned methods, and if they stick to the traditional teacher centered approach what would you do if you knew the problem?

3. What problems do you think faced by the teachers and the students while implementing active learning in grade nine EFL classes? To what extent (if any) do you think can these problems affect the teaching learning? How do you think can these difficulties be minimized or avoided?

Appendix D

A check list for observation

This section is used for complement of the other tools (questionnaire and interviews) to check whether the practice is actually there (implemented) or not, methods used and challenges (difficulties) encountered

The following items are selected and prepared by the researcher.

Grade -----------------------------section observed -----------------------------------

Date of observation ----------------------------------duration --------------------------

Subject: English Topic: ---

Sub topic: -------------------------------------- Lesson------------------------------------

Teacher's name: ---

No of students per section: male------------------- female ------------------total -----------------------

Items

1	The practice of Active learning	Yes	No
1.1	The method of instruction is learner – centered		
1.2	The teacher uses teacher – centered approach		
1.3	Students learn English cooperatively		
1.4	Teacher monitors the class, facilitates learning, leaves most of the work to the students.		
1.5	Teacher speaks a lot, students Listen and write teacher's note.		
1.6	The lesson is participatory		
1.7	Grammar lesson has more emphasis		
1.8	Students have goals set for common success.		
1.9	Teacher uses translation method (uses local languages)		
1.10	Students use English fluently		
2	Methods /Techniques to implement Active learning	Yes	No
2.1	Pair or Group discussion		
2.2	Role – play		
2.3	Project works are provided		
2.4	Assignments, home works, group works		
2.5	Problem solving, creative works,		
2.6	Peer teaching , peer assessment and feedback provisions		
2.7	Question and answer		
2.8	Lecture method often used		
2.9	Brain storming is there		
2.10	Debates		

3	Challenges faced by the teacher and the students while implementing active learning in the class.	Yes	No
3.1	Time shortage		
3.2	Large class size		
3.3	Lack of awareness		
3.4	No or little resource		
3.5	Little follow up		
3.6	Teacher's work load		
3.7	Administrative problems		
3.8	Inappropriate learning situation		

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