

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY



SCHOOL OF HUMANITIES AND LAW DEPARTMENT OF ENGLISH

**THE STUDY ON THE STUDENTS' EXPECTED ROLES AND THEIR
ACTUAL ROLES IN SPEAKING IN ENGLISH CLASS (CASE OF URAGA
SECONDARY AND PREPARATORY SCHOOL GRADE ELEVEN
STUDENTS IN FOCUS)**

.

BY: ABIYOT BELETE

ADVISOR: DR. MESERET TESHOME

**A THESIS PRESENTED TO THE DEPARTMENT OF ENGLISH LANGUAGE
IN PARTIAL FULFILMENT OF THE REQUIRMENT FOR THE DEGREE OF
MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

**JULY, 2016
ADAMA, ETHIOPIA**

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DECLARATION

I, the under signed graduate student, declare that this is my work, and that all sources or materials used for the thesis have been duly acknowledged.

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ACRONYMS

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

MoE: Ministry of Education

USPS: Uruga Secondary and Preparatory School.

ICDR: Institute for Curriculum Development and Research

ABSTRACT

The main objective of this study was to assess whether or not grade 11 students were actually practicing their roles in the speaking classroom as they are expected. The study also aimed at examining if the students were practicing their roles in the classroom and try to find out factors that hindering their actual practices in the class room. The instruments of data collection used were questionnaire, classroom observation and interview. Eighty five grade 11 students who were randomly selected from the school and all of their English language teachers were the subject of the study. Eighty five (85) of the students and four of the teachers responded to the questionnaire items. One section from each teacher's classes was randomly selected for class room observation. Three of these observations were carried out and analyzed. Nine of the sample students were interviewed to provide more information. Like that of the observations, the interviews were used for analysis.

Both the students and the teachers' responses to the questionnaire items indicated that the students speaking classroom role practice was negatively affected by: the power gap between the teachers and the students, students misperception on the role of the teachers in the class, students understanding of as activities as time consuming and students' beliefs on that there is a mismatch between the expected exam items and the actual classroom speaking tasks(negative wash back effect.) and the large class sizes. In most of the speaking classroom observed, the students were playing passive roles. Lastly, based on the results of the study, the researcher forwarded some recommendation

CHAPTER ONE: INTRODUCTION

1.1 Back Ground of the Study

In recent decades, teachers of English as foreign language (EFL) have been encouraged to implement communicative language teaching (CLT), to develop students' abilities and to use English appropriately in context. According to Larsen Freeman, (2000), Communicative Language Teaching practices develop communicative competence in authentic context. Similarly, in the secondary school context of Ethiopia, English language syllabuses have been revised from time to time so that the learners, among the others, can develop the oral communicative competence and other competences of the language. The recent revision has been made in 2011(2003 E.C). The grade 11 student's text book and teacher's guide that were prepared on the basis of this revised syllabus seem to reflect the most integrated and learner-centered(communicative) type of approach of all its antecedents.

Though it is neither the direct claim of the foreign authors nor the local evaluators of these new materials, the nature and the type of tasks integrated in the text book disclose that great attention has been given to involve learners in meaningful and realistic communicative activities. In other words, it can be said that the syllabus is rooted in learner-centered language teaching approach with the concept of CLT in mind; the recent (2011) grade 11 students' text book integrated more speaking activities that dominated the speaking section of the text book. These activities are designated in the new grade 11 English text books strengthening that the text book is based on the recent or process-oriented approach rather than the traditional or structural ones. Such changes from traditional approach to contemporary one, on their turns focus on learner centered activities and necessitate the changes for the roles of both teachers and students in their English class rooms.

Concerning the need for the necessity of the change in the students' as well as the teachers' roles, Tadesse Boyassa (2002) analyzed different researchers' claims and put as: Rechar and Rodgers (1986) argue, different approaches and methods to language teaching assume different roles for teachers and students. Similarly, Wright (1987) shows that different teaching strategies and different learning activities lead to modifications of the initial role relationship between teachers and learners. Furthermore, Widowson(1990) indicates that the role of teachers and

learners in traditional class rooms will not allow learners to exercise those roles they are provided within communicative class rooms. Thus, the change of the text book from teachers centered approach to learner-centered approach will require the change (or modification) of teacher-learner role relationship in the class room.

Contrary to the thought in traditional approach to language learning, where the teacher is taught as the source of knowledge and teaching is the main focus, in the learner-centered approach, learner assume more fundamental roles than the teacher and learning is focused in the teaching-learning process. Students are seen as being able to assume more active and participatory roles in a communicative activity teaching classroom than traditional classroom. Learners have more opportunity to language learning. Even they have a chance to make a decision about the organization and direction of their language courses.

In general, according to Little John(1983),learner centered approaches to language learning aims at minimizing the teacher traditional dominant roles by increasing learners' active involvement in the teaching- learning process.

To this end, in the newly revised grade 11 English language syllabus, despite its being rich in appealing speaking activities, if the students fail to know and /or exercises their roles and carry on their traditional roles in the speaking class, classroom interaction may not be expected. Therefore, to achieve the desired goal, above all, students are expected to know their expected roles in the speaking classroom and should exercises the roles in the classroom.

It is obviously to observe the dominance of teacher in the traditional language teaching approaches; here teachers are being seen as the central figure of the class tasks and as representation of teaching.

In this language teaching approach, whatever, tasks for language skill development might be given, learners have very limited roles in the class room. They mostly react in response to teacher initiation. They have little or no control over the content of learning. The learners' main roles are to receive passively what the teacher has chosen for them. The dominants interaction, every activity goes through the teacher. The teaching of language structure is given priority to the teaching of language for communications. In short, traditional classroom, teachers play dominant roles being in control of the whole process of classroom language teaching and

learning. Richards and Rodgers(1986) expressed that the student in such class as passive recipients of outside stimuli. But, the expected roles of students in speaking activities are to speak the target language accurately and clearly without difficulty in English classroom. Because speech is very important medium through which communication is achieved and speaking is still the most important way in teaching and learning language; besides listening, writing, and reading, especially in learning English. That is to say language is primarily speech and it is more basic to language than the written form. (Larsen Freeman, 2000). The expected roles of students in speaking activities are by using language they can express almost anything such as thought, action, ideas, emotions, desires, messages, *etc* by means of language (Srijono, 2001). From these explanations, it is possible to understand that recent developments in language skills have been highlighted the need for speaking activities practice.

However, these expected roles do not always happen in speaking activities in English classroom as proposed in Grade 11 Text Book. Because students were not practically and actively involved in their speaking activities in EFL classroom at Uraga secondary and preparatory school especially grade 11 students in particular. Due to these reasons, those roles that are targeted to be applicable in speaking activities session were not applied as proposed. This problem was what initiated the researcher to conduct this study.

1.2 Statement of the Problem

English language syllabus for grade 11 has been revised recently. The text is recent and it is prepared in communicative form. New English language teaching Textbooks are produced for Grade 11 students on the basis of the communicative approach (Ministry of Education 2003 E.C). Supporting these ideas, Berhanu Haile (1999) maintains that the new course book for high school students is more student-oriented and communicatively designed than the former text book series. The new syllabus seems to have been designed in such a way that, it enables the students to use English for social interaction and express their ideas and opinions when necessary. Hence, some changes of curricula and methods in English language teaching (EFL) have been made in the past decades to tackle the problem of lack of interest.

However, students in Ethiopia have frequently inefficient in the ability to actually use and understand English language in oral communication. The students' performance and

achievement have been found to be below the expectation (Tagesse Boyassa, 2008). In other words, learners may pass language courses but they were not able to use the language for the purpose of communication (Widdowson, 1994). Regarding the implementation of new teaching materials, Karavas(1996) and Nunan (1987) say that students feel a wide gap between theory and actual classroom practices in speaking activities

Furthermore, Some Ethiopian researchers also reported that students' relatively long exposure to English oral practice they have at school, most of this students have difficulty in communicating orally even at their tertiary level. Forexampl, Alamirew G/mariam (1992:1) said that in spite of the number of year students are expose to English ,their proficiency in basic language skill including speaking is low at university level. Therefore, to solve that problem; different efforts have been made by the government, curriculum developers and syllabus designers. As an example,Tagesse Boyassa (2008:1) pointed out that the reason for the introduction of communicative language Teaching CLT to the country was to solve that problem.

Despite the practice of CLT at Ethiopian high schools, the students' oral communication skill is still insignificant. At the classroom level, one of the reasons for the poor oral communication skill might be the students' lack of interest and awareness on their assumed roles in the speaking classes. From the researcher's personal experience, most students of grade 11 are somewhat hesitant to the language in speaking class room. They are considered to be passive recipients of the language skills. They feel happy to develop their grammatical skill knowledge and apply it to the grammar skills rather than practicing the speaking skills. Even when they were given a task and required to speak, they generally were not eager to try and complete the task and carry out in front of others. Hence, though the teacher role in speaking classroom is undeniable, CLT activities seek students to work somewhat at their own pace and within their own level and area of interest to process and re structure the target language. It moves away from a prescribed developmental sequence and introduces learner freedom and autonomy into the learning process. In other words, the student roles have a vital place in speaking classroom activities.

With this basis, the researcher was interested to study whether grade 11 students actively participated in speaking class room as they are expected. Moreover, finding out problems related to the students assumed role practiced and suggesting possible solution for the problem.

1.3 Objective of the Study

1.3.1 General Objective

The main objective of this study was to identify the relationship between the expected roles and Students actual roles in speaking activities in English classroom.

1.3.2 Specific Objectives

The specific objectives of the research were to:

1. Explore the expected roles of students in speaking activities at Uraga secondary and Preparatory School
2. Investigate the practical roles of students in speaking classroom.
3. Assess the extent of the expected roles practically applied in speaking activities.
4. Identify factors that hinder the actual roles of students in speaking activities

1.4 Research Questions

Hence, the key questions to be answered in this study were:

1. What are the expected roles of students in speaking activities in English classroom at USPS?
2. What are the actual or practical roles of students in speaking activities?
3. To what extent are expected roles practically implemented in speaking activities in English classroom?
4. What are the impediments, which hinder actual roles of students in speaking activities?

The study discusses the theoretical/ and textbook bases of the role of students in speaking classes. This was done by discussing the role of students in speaking class room and the nature the speaking activities in the recent grade 11 text books. Then, the assessment was conducted to examine whether or not learners actually practicing their assumed roles in the speaking classroom and in the textbook; specifically in speaking classroom. Meanwhile, the study tried to mark whether the roles the students exercise was the roles they were expected to practice with

regard to student-centered approach or the role of the student in the traditional language teaching approach (teacher centered approach).

Lastly, an effort was made to identify problems obstructing expected and actual roles of students in speaking classroom.

1.5 Scope of the Study (Delimitation)

This study deals only with the expected and actual roles of students in speaking activities in ELT class room. Furthermore, this study is limited to the implementation stage of curriculum development, namely at the classroom level (only delimited to class not outside the class room) room level. It intended to investigate whether or not grade 11 students are practicing the roles they are expected to undertake in their student-centered speaking English classroom.

However, this study is delimited to the general guide lines and methodological aspects of CLT in speaking classroom.

Moreover, the study aimed at one government secondary and preparatory school found in Oromia specifically Guji Zone, Uraga Woreda, Uraga Secondary and Preparatory School.

1.6 Limitation of the Study

The study would have been more important if it would assess the roles of students in speaking at the country level or regional level. However, such kind of study needs longer time and more funds and the researcher is not able to do that due to lack of time and financial constraints. The other limitation would be that the data was collected from subjects who were selected from one government school which is limited to a region. Hence, the result may not be applicable to non-governmental schools and that school which are out of the limitations for different matters.

The other limitation was the teacher and the students were not willing to be recorded and photographed. While the observation and interview conducted.

Five questionnaires were neither completed nor returned.

1.7 Significance of the Study

The finding of this study is hoped to give valuable information for syllabus designers, material developers and distributors and teachers. Also it is hoped that it would help secondary and preparatory teachers to recommence the syllabuses, English language materials, and adopting them where necessary. It can also give insight for language teachers about role of the students in speaking class rooms and problems that hinder its practices with respect to the students.

Furthermore, the study will lay a basis for researchers who are interested in the issue (to study in this area)

1.8. Operational Definition of Key Terms

While a variety of definitions of the terms expected roles and actual roles have been suggested, this paper would use the definition suggested by the researcher for understanding the terms. The expected roles-are roles which are claimed roles from the students in English classroom in speaking activities. While the actual roles-are roles which are practically implemented or applied activities by students in English classroom or what is really happening in the classroom of the actual performance.

CHAPTER TWO: LITERATURE REVIEW

This chapter aims to review some selected literatures by different scholars, which are thought to be relevant and related to the study and it presents the following topics and sub-topics .

2.1Types of Tasks for Teaching Speaking

There are many representatives of sample activities that are designed to build oral communicative skill that different writers categorize in different ways. Jenenew Bekele (2006:13) discussed the categories of different researchers .

According to Jenenew's(ibid) discussion, the second way in which researchers categorize oral communicative activities is the point of view of the main objective of the oral activities ,i.e. to help learners use the target language with the appropriate tasks that may resemble communication outside the classroom. Taking this objective in to account, writers like byegate (1987:76) in jenenew (ibid) describe some of the major oral communicative activities as:

- Information gap
- Communication games
- Simulations
- Project based activities

These activities are task designed on the bases of the assumptions indicated by Richards and Rogers(1968) that says, "Task selection is based on designing activities that focus on completing tasks that are mediated through language or involve at least negotiation of information sharing." Negotiation of meaning can be a function of mutual interaction between the speakers. These tasks allow form of more than one ways. Information- gap activities for example, allow two-way interaction because participants will have a part of the complete information in pair small groups will not work towards its completion. Appropriate task within this activity type may include giving instruction, description, completion and narration.

This usually requires more than more than just doing an activity but enter an interpersonal relationship which adds humanistic elements to activities which thus reflect real life interaction. Little Wood(1981) divides activity types by distinguishing between functional communication and social interaction activities.

1. Functional communication activities

- a) Comparing sets of pictures and similarities and differences
- b) Sequencing events in sets of pictures
- c) Describe and draw, following directions
- d) Solving problems from shared clue

2. Social interaction activities

- a) Conversation and discussion sessions
- b) Dialogs and role plays
- c) Simulations
- d) Skits, improvisations and debates

The above sample of oral communication activities should be presented in a way they should be lively, meaningful and contextual in order to encourage learners to interact actively among themselves.

Opinion-gap task-require the participants to exchange opinions on some controversial issues while the participants are likely to hold different views. There are three types of tasks in the literature which are introduced as the examples of opinion-gap tasks: convergent tasks, open tasks and divergent tasks.

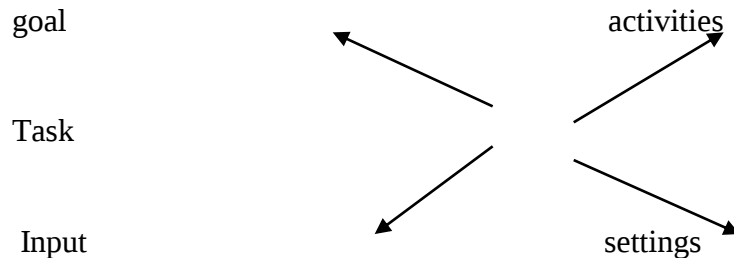
2.1.1 Pair and Group Work

One of the most important features of CLT is pair and group work by which students can learn from each other. Thompson (1996) suggests that with pair and group work, students can produce a greater amount of language output than they would produce in teacher-centered activities. Students' motivational level is likely to increase. They have the opportunity to develop fluency without any pressure coming from their teacher. Activities requiring pair and group work give learners a safe opportunity to test ideas before actually speaking out in public and lead to the presentation of more highly developed ideas. In addition, such activities help learners complement each other in terms of knowledge and skills, which results in greater success in the framework of task-based processes. Students' sociolinguistic competence is also improved as these activities enable learners to negotiate meaning and to solve problems in various socially demanding situations. They require the learners to negotiate meaning and to interact meaningfully in the new language. Learners have to participate in classroom activities based on a

cooperative rather than individualistic approach to learning; they need to listen to their peers in order to carry out group work successfully.

2.2 The Concept of Role

Before defining 'role' it is better to raise that role, as many researchers suggest, it's one of the components of task in task based language teaching approach. Moreover, raising some points about the components of task may clarify the link 'role' has with these task components. With this regard, Nunan(1989) puts forward that the 'role' is one of the components of communicative tasks. According to Nunan(ibid), the other components are goal, input, activities and settings their relation to task are indicated as follows:



Goals of tasks are to develop students' communicative competence including socio-linguistic competence, discourse competence and strategic competence. Canel and Swain in 1980 and 1983 respectively breakdown communicative competence in to four parts:

1. Linguistic competence, the ability to use the linguistic code, grammar, pronunciation and vocabulary correctly.
2. Discourse competence, which is the ability to maintain cohesion between segments of discourse.
3. Strategic competence, which is the learners ability to repair communication breakdown and work around gaps in his/her knowledge of the target language.
4. Socio linguistic competence, learners' ability to use language appropriately in various social contexts.

Tasks contain some form of input data which might be verbal (for example a dialogue or reading passage) or non-verbal.

Tadesse Boyossa (2002) analyzed the language pedagogy specific of Nunan's definitions of roles with regard to Wright (1987)'s category of tasks. i.e. as two different but interrelated role perspectives. These are:

1. Task related aspects of role-the perspective that deals with the part that teachers and learners are expected to carry out when they perform some learning tasks. Task related aspects of role deal with teachers' and learners' expectations about the nature of learning tasks and the way in which individuals and group deals with the learning tasks. That means underlying each and every classroom task (for example:-role play simulation, drill, etc.), is some part of learning strategy (memorization, classifying, brainstorming.etc.)
2. Interpersonal aspect of roles: the perspective deals with interpersonal role relationship that may exist between teachers and students. Interpersonal aspects of roles are concerned with views about status and attitude which held by individuals and groups, and personalities of the individuals. In other word interpersonal aspect of role deal with how teachers view learners and their roles and also the way learners see their teachers and their roles when they are in language class rooms, Tadesse (2002:13).

2.2.1 The Roles of Students in Speaking Activities in English Classroom

The students in speaking activities teaching, students should actively negotiate and interact in group/pair work and they express their ideas and opinions in speaking classroom. That is, they should contribute their own opinions, experiences and feelings in pair/group discussions. Learners are also expected to ask questions, answer questions, show interest and effort, and use different learning strategies and learning styles (Atkins, Hailom and Nuru, 1996; Bygate, 1987; Harmer, 2001). Besides, learners should take responsibilities for their own learning (they should be 'manager' of their own learning); and they should be motivated (Edge, 1993; Richards, 2001). Therefore, the students' are expected to be active participants in communicative activities in English classroom.

According to Richards and Rogers (2001), in their extensive discussion of 'Approaches and Methods in Language Teaching', point out that any language teaching practice reflects roles of learners. So, learners are expected to play crucial roles in speaking activities class teaching-learning process. (Allwright, 1988; Atkins, Hailom and Nuru, 1996; Byrne, 1986; McDonough

and Show, 1993). Dublin and Olsbain, cited in Nunan (1989) give a metaphorical expression about the roles of students in a communicative course. They say: The terms play and players hold out a rich potential for developing a metaphor concerning language learners....As a player, one must participate actively. At the same time one must concentrate by over serving what other do.

Players take part in all of the interactional configurations which are important in a communicative language course: as individual, in pairs, in small groups and in whole group display (ibid. 84-5).

Dublin and Olsbain's metaphorical expression about students' roles in a communicative language course has also relevance to the roles that students should play in integrated-skills teaching-learning process particularly in speaking activities. Thus, students play a significant role for effective language-teaching process in speaking classroom. According to Snow (1996), students learn effectively about language when they take part actively in the communication with language rather than only passively accepting what the teacher said. And Brow (1991) reveals that a language learner can, and must, and take control of his/her own language learning and assume responsibility for his/her success or failure. So the research intended to find ways to promote students' learning autonomy from the very beginning, or help them to develop the ability to take charge of their own learning.

In speaking activities, classroom is that “activities in the Communicative Approach are often carried out by students in small groups” (Larsen-Freeman, 1986). Students are expected to interact with each other in order to maximize the time allotted to each student for learning to negotiate meaning. Through these small group activities, the students are engaged in meaningful and authentic language use rather than in the merely mechanical practice of language patterns. Furthermore, speaking activities in communicative approach favors the introduction of authentic materials (Larsen-Freeman, 1986; Dubin,1995; Widdowson, 1996). It is considered desirable to give learners the opportunity to develop strategies for understanding language as it is actually used by native speakers (Canale and Swain, 1980). Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater

degree of responsibility for their own learning. The above definitions show that, the students' hot discussion and participation helps to develop students' speaking ability

2.2.2 The Role of the Teacher

The role the language teacher plays is of great importance as to help the learners master the necessary skills and develop communicative competence. The teacher plays a variety of roles which, Harmer (2001) claims may change from one activity to another or from one stage of activity to another. However, Harmer (1991) classifies the variety of roles that a language teacher plays in EFL classes into two categories: as controller and as facilitator.

However, when defining the role language teachers play in communicative classrooms, Larsen-Freeman (1986) says that teachers would find themselves talking less, listening more and becoming active facilitator of their students.

In addition, Breen and Candlin(1980) cited in Richards and Rodgers(1986) describe the roles language teachers play as follows. The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The learner role is closely related to the objectives of the first role and arises from it.

These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and source himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experiences of the nature of learning and organizational capacities. In addition to the above explanation or in other ways round, scholars like Littlewood (1981), Gattabontton and Segalowitz (2005), Harmer (1991), Richards and Rodgers (1986) have put the role the language teacher plays in communicative classrooms as summarized as follows.

- Need analyst- take the responsibility for determining and responding to the learners language needs?

- Counselor-exemplifies an effective communicator seeking to maximize matching of speaker's intention and hearer's interpretation through the use of paraphrase, confirmation and feedback.
- Group process manager- organizes the classroom as setting for communication and communicative activity.
- Resource (knowledge provider) - offers help if it is needed (when the learners are missing and they wish help).

2.3. Awareness of Students' in their Expected Roles in the EFL Classroom in Speaking Activities

In the traditional language classroom, students and teachers often have defined roles .For instance, in highly teacher centered classrooms, the teacher decides who talks when and about what. The teacher-dominated classroom is the one where the teachers spend most of the time talking; these kinds of teachers are the ones who control the students' participation through some classroom activities and students have little chance to participate freely (Fernandez, 2004).

This teacher-centered pattern of communication does not encourage students to assume an active participatory role and does not promote the development of interaction and communication skills that are an essential element of English oral skills. '...teachers need to create an environment that is encouraging learners' practice of different participatory and intellectual skills. When teachers give up the controlling role and recognize students' contributions to the learning process, teachers and students become collaborators in the learning process' (El Karfa, *n. d.*). This means that, there is a great difference between traditional language and student-centered classroom. I.e. the communicative classroom maximize the interaction of students' speaking ability to express their ideas, opinions and feelings effectively and efficiently.

Furthermore, Fernandez (2004) explains that as students become aware of different aspects and problems related to the process of teaching and learning, they will come to better appreciate the teachers' attempts to engage them in classroom communication, 'the student-centered classroom is the one where the students can participate more actively' . Fernandez also states that where the teacher is a facilitator of the learning process, students can direct and develop the classroom

activities by interacting among themselves. For this researcher, teachers who shift from the dominant role as the source of knowledge empower their students to have more responsibilities, and are themselves able to perform alternative roles as coordinators, managers, organizers, and advisors. Nevertheless, not all the methodologies, techniques, and activities that teachers use in the classroom promote an active participation of the learners and an interactive process that assures the completion of a successful language learning process. As El Karfa (n,d) states on his work ‘the job of the facilitator is to create a safe space with in which people can work and then get out of the way.’ This means that teachers need to create a relaxed and safe atmosphere in the classroom where students share responsibilities for conducting classroom interaction, management and control .The prevalence of a rigid distribution of roles and power relationships between teachers who assume the role of sources of knowledge and students who assume the role of passive recipients of this knowledge certainly impedes any effort to put oral English skills into practice’ (El Karfa, n.d.)

2.4 Use of Communicative Language in English Classroom in Speaking Activities

Many learners of a foreign language usually do not use the communicative language in real conversation and do not like or are afraid of speaking in the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express themselves naturally and spontaneously (Eckard& Kearny, 1981). As Cotter (2007) explains, training in oral skills which let them communicate and interact in a meaningful and fruitful form, (e.g. exchanging information, negotiating meaning, supporting ideas, facing oral defenses) is a way to motivate students to perceive the foreign language as a tool for social interaction. Hence, language should be used widely; we use language to achieve a variety of social purposes, as for example, to entertain, to explain how something works, to provide information, to argue a position, to explore the inner world of the imagination. We also use language to make sense of the world, to express and develop ideas on a range of topics, from everyday experiences to the ideas that are considered across all the areas of the curriculum.

Students need to be able to communicate confidently and appropriately with people from all walks of life: with those who are older or younger, with those in positions of power, with peers and family, with small and large groups. Students will, for example, ‘learn how to interact

productively with their peers, to speak confidently in class discussions, to listen strategically, to read with comprehension, and to write well-structured and coherent texts' (Cotter, 2007). Learning English language involves developing both the ability to use language effectively for a range of purposes and the ability to talk about the language being used. White (2004) explains that language is an integral part of learning, and speaking activity has a key role in classroom teaching and learning. 'It helps to encourage creativity, understanding, and imagination; it is a means of solving problems, speculating, sharing ideas and making decisions; language builds friendships and enhances motivation through social interaction. Therefore, speaking skill is a vital and if the students' speaking skills develop gives learners a real sense of progress and boosts their confidence when they are speaking. According to Cotter (2007), students learn to use English in the classroom setting, they should also be involved in learning about how language works. They should be asked to reflect on various aspects of language, to develop a common language for talking about language, and to use this knowledge to evaluate texts critically in terms of effectiveness, meaning and accuracy. 'Someone who speaks well would similarly understand when to use different grammar points' (Cotter, 2007). How can students connect accuracy and fluency in daily life routines in speaking activities inside the classroom?

According to Cotter (2007), role-play activities are valuable classroom techniques that encourage students to participate actively in the learning process.

This author also mentions that those activities take several different forms and that the teacher should provide students with a variety of learning experiences by arranging different methodologies according to individual needs, interests and learning levels. Cotter also explains that role-play activities enable the teacher to create a supportive, enjoyable classroom environment in which students are engaged and motivated to effectively learn the target language

Language is part of communication. The only way to get that proficiency in oral English is having conversations as much as possible, with native and non-native speakers. But the main point is that students can interact in the language with other people, since conversation involves using the language, listening to the language, processing the information, and then responding to it. Cotter (2007) states that when teachers prepare their classes, they should constantly have in mind what the objective are in each of the oral activities they propose to the students in order to achieve certain oral skills 'the purpose of the conversation affects the process, as does the place

and the people involved. Mastery of English as a foreign language comes down to how well a student speaks. Students may write well, get high marks on tests, or even have an accent nearly identical to a native speaker; but if they cannot express ideas, opinions, or instructions clearly in a conversation, few would call them proficient.

2.5. Classroom Practice Level of Speaking Activities in the EFL Classroom

We may read in the language text books that students are performing a communicative approach to their EFL teaching classroom in speaking activities. However, scholars like Savignon (2002) and Gatlinton and Segalowitz (2005) point the fact that there is a low correlation between what the text book state (claim) and their actual classroom practices (specially referring to speaking). The paradoxical disparities that exist between what teachers believe and profess and what they actually practice in the EFL classroom is noted by many scholars. Among them, Karavas-Doukas (1996) says: Despite the widespread adoption of communicative approach by textbooks and curricula in the country, research suggests that speaking skills principles in classrooms are rare, with most teachers professing commitment to the communicative approach but following more structural approach in classrooms.

In addition, Hiep (2007) criticizing the suggestion made by Bax (2003) - which favors the potential teachers' utilization of speaking activities principles in language classes; says, However, when it comes to the level of practice, students often encounter many difficulties.

Their desire to implement speaking activities which is manifest through efforts to promote common communicative practice such as pair work and group work conflicts with many contextual factors. In general, a growing body of classroom based researches of actual communicative language practices can be suggesting possible improvements to one another's practice speeches. Positive experiences in speaking can lead to greater skills and confidence in speaking in front of larger groups.

3.6. Factors That Affect the Actual Roles of Students' In Speaking Activities in English Classroom

Though the number is not many, there are local research studies and critiques related to the theoretical as well as the implementation aspects of CLT. Some of the studies raised factors that

negatively affect the implementation of the approach at the class room. Among the local studies, Tagesse Daniel (2008) revealed that the approach has been implemented in Ethiopian government colleges with communicative language courses but with weak procedure and only focusing on structural goal. From the over sea researches conducted on problems or factors that face up by carless. Carlss (2002) point out that large class sizes, overcrowded classrooms, lack of appropriate proficiency, traditional examination-based syllabi are major challenges for the implementation of CLT. There are several factors that affect the idea of students when taking part of speaking activities or tasks inside the classroom. Some of them could be inner factors, students' previous experiences; while some others can be external as for instance the environment created by teachers in the class '... non-English speaking adults are already shy or nervous about using the English language. The teacher must help students' self-confidence by encouraging. Learning environments can have a facilitating effect on oral production.' (Payne & Whitney, 2002, cited by Farooqui, 2007)

The main purpose of having speaking activities in English class is that students speak and use the target language.

They should overcome their fears of speaking and use the target language even if they make mistakes, students cannot learn without making mistakes, the error makes them realize they are having success in their learning process; it is a proof of their development. It is important to make students conscious of the role that mistakes play in the development of a language. As Jianing (2007) explains in her work, many English students believe that if they make mistakes or fail to find appropriate words to express themselves, they will lose face. 'To protect themselves from being laughed at, they are reluctant to speak English. So there is the cruel circle: the less they speak, the less they improve their speaking skills, and the more they are afraid of speaking'. Jianing (2007) also states in her study that foreign language learners tend to lose interest in what they learn if they find they make little progress. Additionally, fear of making errors and losing respect are some of the factors that influenced university students' willingness in participating in classroom oral communication (Lin, 1998).

Therefore, students' should not be afraid of making mistakes during speaking activities because error is the sign of learning and practice makes perfect However, Essberger (2007) highlighted the importance of making mistakes, he stated that students should make mistakes and in that

way, they would be aware of what is happening in their utterances, Essberger (2007) concluded that.' The person who never made a mistake never made anything'. So when students know that they have made a mistake, they know that they have made progress.

This is what very often happens in any English courses, where students have to deal with grammar rules when writing or reading, but most of the time, they do not face oral communication, so they do not get practice enough in the target language and they become afraid of talking in front of others.

The interactional opportunities offered by the different activities developed in the classroom and the active participation of the students in English classes in speaking activities should help them to improve oral communication skills and develop the oral abilities to communicate fluently in different contexts. As Kozuh (2004) explains 'communication is a skill much like swimming if you don't get into the water and actually swim, your swimming will not improve'. The importance of speaking skill is also highlighted by Cotter (2007) when he states that humans need language for communication after all, and that primarily means speaking no matter the mistakes students might have when orally interacting with peers or other people. Some factors that affect students' speaking ability are not well understood. However, some selective factors have been shown.

It is important to have awareness of some specific factors which have bearing on approaches to language learning and which can ultimately influence the actual roles of students' in speaking activities in English classroom and the learning outcomes.

Some of the factors that different authors and researchers investigated may hinder the students' claimed roles in speaking activities are shown as follows.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

This chapter provides the general description of how the study had been conducted. The chapter includes the following sections: research questions, setting and participants, data collection instruments, research procedure

3.1. Research Design and Source of Data

This study employed a descriptive survey design that includes both quantitative and qualitative techniques.

3.2 Sampling

The study took all English Language teachers found in the schools as participants of the study.

However, based on the size of the school, or out of 342 grade 11 students in Uraga Secondary and preparatory schools, 85 students were selected as the subject of the study. In order to select the sample of the students from the school, systematic random sampling method was used. Therefore, to make the samples more real able, the researcher used systematic random sampling and selected 25% of students from the school. The alphabetical lists were used for the sampling and lottery method was used to select the first subject for the intervals.

Uraga secondary and preparatory has 5 classes, with an average number of 64 students in each class. All of the teachers were degree holders; they had at least 2-28 years work experience. All of the teachers were males. The sample of the students composed of both male and female with least age fourteen and highest twenty

3.3. Instruments of Data Collection

The research instruments used in this study include questionnaires (for both teachers and students), classroom observation, and interview (for both teachers and students)

3.3.1. Questionnaires

The questionnaires were used to access the large population of the students and teachers easily.

The questionnaires were for both the teachers and the students. It was designed based on the theories of roles of learners in learner-centered (CLT) EFL instruction. Both questionnaires were similar in contents. They were close ended and open ended that designed in likert scale types. This was made to manage responses when analyzing data. However, in the teachers' questionnaires, for some of the items that need personal views of the teachers, four open ended questions were used.

- ❖ The students' questionnaire consisted of three main questions, twenty-two items and three main parts. These parts were:
 - The type and frequency of speaking activities that they do in the classroom
 - The roles that the students play when completing speaking activities.
 - The factors that negatively affect the application of speaking activities.
- ❖ The teachers questionnaire also comprises three main questions, twenty items and four main parts:
 - Speaking activities that are used in classes
 - Student's roles during task implementations
 - Personal opinions on some of the questions under the 3rd part

3.3.2. Classroom Observation

Observation was also conducted to investigate how speaking activities were being implemented in the actual EFL classrooms. Observation checklist was used during the class room observation. The observation was divided into two sections; namely observing the type of speaking activities, observing learners role/activity.

The primary role of classroom observation in this study was to see how the students practice their assumed roles in teaching speaking activity class room, which is the first specific objective of the study. To this end, only spoken classes were selected for observation. In other words, it was intended to observe whether the students actually exercise the roles they were supposed to practice with the teachers witnessed through the questionnaires. The observation was also used to get some insight in to some factors that hinder the learners to play their role in the class room. The observation was also conducted to confirm the responses the subjects would give to the questionnaires. For this purpose, observation check list was used.

Since there were four grade 11 English teachers, one class of each teacher was randomly selected for observation. Each class was observed two wise.

3.3.3. Interview

Interview was the third type of tool that was employed in this study. The purpose of the interview was to triangulate the data collected by the questionnaires and class room observation. Eight open ended interview questionnaires were designed to get detailed information from the teachers and the students. The questions include the issues raised in questionnaires; however, here the questions demand detailed responses. After all data were gathered, all the four teachers who were involved in the questionnaire and nine students out of 85 were randomly selected. Both subjects were interviewed in order to get further information that might be used to enrich data gathered through questionnaires and classroom observation. In general, questionnaires, class room observation and interview were used to collect data for this study.

Questionnaire was mainly used to collect data that could help the researcher to identify whether or not learners are actually practicing their expected roles as they are assumed and investigate problems with regard to students' class room role practices. Class room observation, on the other hand, was used to collect data that could help the researcher to know whether or not the learners exercise their assumed roles in the speaking class room. The third instrument, interview, was used to collect data that could strengthen the information obtained through questionnaire and class room observation.

3.4 Methods of Data Analysis

The data obtained from teachers and students through questionnaires, observation and interview were analyzed using descriptive analysis methods.

The data collected by questionnaires from both students and teachers were analyzed qualitatively and presented in tabular forms. As they are numerical data, frequency and percentage were used to reach conclusions. The numerical data were used to show the relative distribution of the responses along the scales given. The results of the data were explained after each table in paragraphs. The data collected by observation and interview were described and analyzed in paragraphs forms because such data are difficult to numerate

The data collected using interviews were analyzed by describing the responses of the interviewees. Then, the general view of the interviewees to each item was discussed qualitatively and came to conclusion. Lastly, with the data analyzed and the basic findings, the researcher gave some recommendations.

3.5 Plot study

Before distributing the actual questionnaire, fifteen students' questionnaire and five teachers' questionnaire were distributed to the non-sampled respective subjects and collected for piloting. Researcher used two different techniques to get feedback from the pilot study; the first was observing the difficulty they faced to give the intended response. The second was analyzing the comments they wrote on the questionnaire papers.

As a result of the pilot, some improvements were made. The improvements include categorizing questions under making the instructions clear, making the language simple and re arranging the order of questions. Then the actual questionnaires were distributed and collected. At the time of the pilot study, the researcher, observed all the four classes selected for observation. This made the researcher familiarize with the classes for the actual class observation. Of course, the observation, among others, helped the researcher in decreasing the anxiety which might had been in the classes.

3.6 Analyzing the learner's roles implied in the text book

Usually, the roles the teacher and the students are expected to play in a language classroom can be under stood from the explicit information given in the teaching materials. With this respect, (Wright 1990) cited in (Tadesse Boyossa,2002),states,"... there maybe explicit information about the ways in which teachers and learners work on the materials in the class room. Therefore, the actual class room processes and the roles implied in the textbook, teacher's guide," one of the ways of learners and teachers are called to work on the materials.

The learners' speaking class roles implied in the new grade eleven(11) English text book can thus be analyzed using this approach. Regarding this, the authors of (Grade 11 English for Ethiopia: Teacher's guide, page vii) says that there are at least one (often two or more) speaking

section in each of the 12 units of the text books. Each section usually comprises more than one task. The following are some examples of speaking activities from the textbook.

- **Comparing schools**

Work with partner or in small group and discuss your answer to the following questions.

- a) Did your parents go to school? What kind of education they have?
 - b) Compare your education with your parents'.
 - c) To what extent do you think education has improved in Ethiopia since your parent's time?
- (Grade 11 English for Ethiopia page,34)

- **Why many girls don't go to school?**

- 1) Work in group of boys or girls(not mixed). Think of some of the reasons why girls don't go to school at all, or drop out of school early.
- 2) In your group, make a diamond ranking of the statements in the list, using the boxes for diamond ranking of the statements in the list, using the diagram on the next page.(list of reasons for poor performance of female students and boxes for diamond ranking are given in the text)

(Grade 11 text book, page 47)

- **Create a story**

Stage 1

1. Work with your partner. Choose one item from each box.
2. Create a 60-second story using these four words.
 - Create the story orally; don't write it
 - Your teacher will give you a timed limit
 - Make sure your story contains at least two extreme adjectives.
3. Give your story a little.
4. Practice telling your story: each of you can take it in turns to tell parts of the story

Table 1: Possible location, characters, mode and time of story

Location	Mode
Addis Ababa	Happy
London	Sad
New York	Frighten
Hawassa	Angry
Characters	Time
Shoeshine boy	Midnight
Beggar	Morning
Doctor	Afternoon
Thief	Evening

Stage 2

5. Team up with another pair of students.
6. Each pair should tell the other pair the title of their story and you must try to predict what the other story is about
7. Each pair must tell the other pair story. The pair listening must not do which of the four words from the table have been used.
8. Now each pair must try to retell the other pair's story.

(Grade 11 English for Ethiopia page;144)

In general, the three speaking tasks above that are taken from the new (Grade 11 English for Ethiopia) indicate that the nature of activities and exercises in the textbook usually involve learners in pair or group works where teachers are primarily required to organize, monitor, and manage the activities without dominating them. In other words, the activities in the text book are organized in such a way that realistic communication is the guiding force of the activities. Form or structure is used to support communication, not the other way round. Moreover, the authors materials of the grade level under the study, Grade 11 English for Ethiopia : teacher's guide itself claims :

...Grade 11 English text book is designed to encourage interaction amongst students through pair work, group work and whole class activities. A balance is provided between interactive,

communicative exercises in the form of discussion debate, dialogue, role play and so on. (Page vii)

The authors' claim along with the nature of the text book's speaking activities discussed above implies that teachers are not regarded as absolute figures of authority who decided ever activity in theclass room. Rather, students are allowed to play an active role for their own learning. Thus, in general, it can be argued that the roles implied in the new grade 11 English text book are those that are commonly exercised in learner-centered class rooms.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF THE RESULTS

This chapter deals with discussing the data obtained from grade 11 students and teachers with the three data collection instruments selected for this study: questionnaires, observation and interviews.

Analysis of the questionnaires was made first by grouping items and themes according to their relevance to the study.

The results of the classroom observations and that of the interviews were discussed related to one another and to the objectives of the study to set conclusion and to forward recommendations.

4.1. Students' Response to the Questionnaire Items

The students' questionnaire consisted of four main parts and likewise, its responses were analyzed in four different parts as follows:

4.1.1 Students' Responses to the Types of Speaking Activities

The second part of the students' questionnaire was designed to assess the type of speaking tasks mostly used by the teacher. This was done for that, as discussed in chapter two, the type and the different aspects of task have linked with the role the students' class room role.

From Table 3 it can be understood that most of the students agreed that listing, ordering and sorting, comparing, problem solving and sharing personal experiences were all used in their speaking classes as oral communicative tasks with percentage and frequency inclined to the 'sometimes speaking valu

Table 2: Types of speaking tasks usually used in classrooms

No	Type of speaking task	N	Values		Frequency	%
1	Listing	85	Most of the time	1	29	34.1
			Some time	2	38	44.7
			Rarely	3	14	16.5
			Never	4	4	4.7
2	Ordering and sorting	85	Most of the time	1	14	16.5
			Sometime	2	45	52.9
			Rarely	3	18	21.2
			Never	4	7	8.2
3	Comparing	85	Most of the time	1	14	16.5
			Sometime	2	45	52.9
			Rarely	3	18	21.2
			Never	4	7	8.2
4	Problem solving	85	Most of the time	1	20	23.5
			Sometime	2	40	47.1
			Rarely	3	18	21.2
			Never	4	7	8.2
5	Sharing personal experience	85	Most of the time	1	20	23.5
			Sometime	2	40	47.1
			Rarely	3	18	21.2
			Never	4	7	8.2

N.B ‘most of the time’ was seen with regard to the frequency of using the task in the text book.

When observed from the frequency point of view, the above table also gives detail information. For example,” sometimes” has a frequency of 38 (44%),45(52.9),40(47.1) from the type of speaking tasks ‘listing’ down wards to sharing personal experiences’. on the other hand ‘Never’, with frequency of 7(8.2) for most of the speaking activities, is the activities lest to be used as means to practice oral communication. Likewise, responses from the teachers’ questionnaire indicated that ‘problem solving, with the highest frequency value of percentage (Table 2 above) has been used in the speaking classroom. The result of the above analysis inclined to the idea that the speaking activities were used sometimes.

Moreover, the result of the classroom observation (Appendix F) and both the students' interview (Appendix G) and the teachers' interviews' (Appendix H) indicated that there were different speaking tasks in the class rooms. For example, in observation 1(see appendix F1, lesson 1) and 2(see appendix F1, lesson 2) the tasks were sharing personal experiences on myths about HIV/AIDS and talking about sickness experienced respectively.

In general, both the students' and the teachers' questionnaire showed that though the use of the speaking tasks inclined mostly to problem solving, ordering and sorting and sharing personal experiences are sometimes implemented in the speaking classrooms. In addition to that, sample lesson transcript (1&2) in the appendixes and the interview confirmed that the classes sometimes use the tasks but rarely teacher pass the speaking tasks given in the students' text book. Most of the respondents raised the large volume of text book and teachers' ambition to cover the portion as main causes for passing tasks. The presence of such tasks implies that the students had opportunities in which they could practice their speaking activity classroom roles.

4.1.2 Students' Responses to Their Speaking Class Room Roles Practice Awareness

Part III items number (1-6) of the students' was designed to determine whether or not the students know their speaking activity class room roles. The items tried to raise different features of student-centered speaking class roles behaviors. Thus this part was divided according to these features. (See table 3)

Table 3: Students' response to their speaking class room awareness

Item No.	Strong		Agree		Neither agree or disagree		Disagree		Strongly disagree		Respondents	
	1		2		3		4		5			
	F	P	F	P	F	P	F	P	F	P	Sum	P
1	19	22.4	61	71.8	1	.2	2	2.4	2	2.4%	85	100%
2	22	25.9	45	52.9	5	5.5	10	11.8	3	3.5%	85	100%
3	28	32.9	44	51.8	2	2.4	11	12.9	0	0%	85	100%
4	41	48.2	27	31.8	4	4.7	9	10.6	4	4.7	85	100%
5	28	32.9	44	51.8	2	2.4	11	12.9	0	0	85	100%
6	27	31.8	34	40.0	6	7.1	15	17.6	3	3.5	85	100%

4.1.2.1 Students Engagements in the Speaking Activities

Items number 1, 2, and 5 in the above table show responses to students understanding in their speaking activities engagement roles. The responses to the items and the frequency and percentages are indicated in table 3.

Item 1: I believe that I should engage in doing tasks with my group.

Item 2: I learn speaking more by engaging me in classroom task based activities.

Item 5: I accept as true that not only the teacher but also I can contribute to my speaking skill development.

When responses given under each response category for the items were examined, the following results were found and interpreted accordingly. As can be seen from table 3, item, No 1 above, the total sum of students who believe that they should engage in speaking tasks constituted ($22.4 + 71.8 = 94.2$), that means almost all of the respondents agreed to the idea under item 1. In addition to that, concerning item no 2, the majoring of the respondents (67 or 78.8) know that they are expected to learn speaking English by playing their roles in speaking activities they are given in the class room. When we come to item 5, still the percentage of students respondents who disagreed with the idea of their own contribution to their speaking skill development sum up only 29.9% where as the vast respondents (39.9%) strongly agreed and (51.8%) agreed and accepted the reality of their roles to their speaking skill development through engaging themselves in speaking activities. That means, they know that they do not expect only from their teachers contribution only.

Moreover, the result of the class observation implied that students had concept on their expected roles being involved to play their respective roles to develop their speaking skills because, except in the first observation, in the other two observations transcribed, it was observed that few students tried to play their roles as they are expected. In general, it can be deducted that the students had knowledge on their roles in taking part in speaking activities given by their teacher. Furthermore, they had awareness on the positive effect of engagement. However, the result of the observation and teachers responses to the interview (appendix) showed that the students were not practicing their expected roles as they are expected in speaking classes and they responded passively. The result of the class observation and the teacher's interview may imply that there

might be problems behind the implementation of the students' understanding in task engagement roles.

4.1.2.2. Concerns to Grammar and students' beliefs about errors in developing speaking skills.

Item3. I believe that making errors in language learning is part of the learning process.

Item4. I believe that I can learn grammar by engaging myself in communicative activities.

Item 21 Does your teacher usually explain the grammar /rules of the spoken languages explicitly? (E.g. what to say and not say on phone).

The following table summarizes students' responses to the above listed questionnaire items. The items were basically designed to assess the degree to which the teacher inclines to grammar and the way the learners view errors; because these issues distinguishes between the type of roles (traditional or contemporary roles) students play in the class room. Contrary to the modern one, traditional language learning focuses on language structure rather than form and characterized by expecting no or few errors from the student.

However, as indicated by students response to item No.3 above 28 subjects strongly agreed and 44 of them agreed that to error is a part of language learning. The sum percentage of these respondents made up 84.7%. In addition to this, 80% of the subjects agreed to item No. 4. They believe that they learn the structure of the spoken language by engaging themselves in the communicative activities given to them. However, 45 (52.9%) of this students responded "Yes" to item 21 (see table 4 below). They said that their teacher teaches them grammar explicitly.

Table 4: Responses to teacher way of teaching grammar

Item No		Response	
		Frequency	Percent
21	Yes	45	52.9
	No	40	47.1
	Total	85	100

In general, the students know their modern roles of error treatment and way of learning the pattern of the oral communications. However, the teacher had been teaching the patterns explicitly rather leading his/her students learn through the task completion.

4.1.2.3 Classroom Organization

Item6. I develop my speaking skills more when group/pair activities are given to us than when I simply listen to my teachers' explanations.

Modern language teaching and learning classroom in general encourages students grouping. Students' grouping works more in oral communication classes; because it fosters, among others things, interactions in the midst of students. Item No.6 was designed to imply students' understanding with their roles in the groups and pairs. Roles of student group activities include: group leader, secretary, reporter, time keeper and etc.

As can be observed from table 4 above, the majority of the students (71.8%) agreed that they believe that they develop their speaking skills when they do speaking activities rather than when they simply listen to their teachers explanations.

Even though the majority of the students were not practiced their expected roles as they are expect, the result of their responses to items designed to investigate wither students know their tasked speaking class room roles inclined to the assumption that the students know their speaking class room roles. This was because the total percentage of the students responded as ('strongly agree'' and "agree" and 'Yes'', for item 21), in the table 4 and 5 sum up 82.3%. The percentage of students responded as 'disagree', 'strongly disagree' and 'no' constituted 11.17% and the rest 6.8% responded as neither agree or disagree.

4.1.3 Students' Responses to Their Tasked Speaking Classroom Role Implementation.

Direction III, items number (13-18) of the students' questionnaire were designed to decide wither or not the students implement their assumed speaking classroom roles in the classroom. As the purpose of this part of the questionnaire was to assess the practicability of students' role, most of the items were designed in (yes or No) form; this was true for teachers' questionnaire, too. The implementation was seen from three different points of views; these were from the students'

engagement in the speaking tasks, from grammar learning and students self error correction and from the students' interaction with each other.

Thus, the items under this topic were treated in three sub topics. Thus, this was divided according to these features. The summary of the responses can be seen in table 5.

Table 5: Summary students' responses to their roles to speaking class role implementation

Item No	Yes		No		Respondents	
	1		2		Sum	P
	F	P	F	P	85	100%
13	24	28.2	61	71.8	85	100
14	16	18.8	69	81.2	85	100
15	37	43.5	48	56.5	85	100
16	27	31.8	58	68.2	85	100
17	37	4.5	48	56.5	85	100
18	30	28.3	55	64.7	85	100

4.1.3.1 Students' Engagement in Task Completion

Item 13: Do you like to be a secretary, a group leader, summarizer, or presenter in groups Table5

item 16: Do you actively participate in group /pair speaking activities given by your teacher?

One of the features of learner- center class room as discussed in chapter two is that it engages learners in the completion of the tasks. With regard to their roles as active engagers in the activity completion, we have just seen that the students had awareness of these roles. This part in tended to show wither they implement their assumed roles or not.

Items 13 and 16 in the third part of the questions had such purpose.

As can be observed from the response to item No. 13 in table above, only 24 respondents (28.2%) responded as 'yes' where as the number of respondents who said that they did not want play any of the group roles in group discussion or those who respond 'No' to the item accomplished the majority of the respondents, i.e. 61(71.8%). The majority of the respondents 58

(68.2%) also replied “No” for item No. 16 in the table then the item asked “do you actively participate in group/pair speaking activities ...?”

The responses imply that most of the students had not been actively participated in group speaking activities. In other words, they did not play their assumed speaking classroom roles with regard to being engaged in task competition.

4.1.3.2 Students’ Self Error Correction and Grammar Learning

Item14. Do you usually try to correct your errors after accomplishing your group /pair activities and before your teacher gives you feedback?

Item 15: Does your teacher spend more of the time explaining the rules of the speaking item to you? Concerning the students’ self error correction, majority of the students seems to expect frequently error correction from their teachers because result to item No.14 indicated that most of the respondents (69 or 81.2%) indicated that they had not been trying to correct their errors by themselves. Only 16(18.8) respondents said that they had been tried to correct their errors by themselves. The other side of majority’s responses implied that there was learners’ expectation of errors corrected from them by their teachers.

From their natures, traditional language class rooms emphasize on teaching the structure of the target language rather than focusing on the meaning of the learning the language. At the sometime the students’ roles varies on according to whether the method employed is traditional or contemporary. To this end, still the number of respondents tends to give attention to the structure of the language when they practice oral communication skill through tasks. With this regards, for item No. 15, (56.5%) said that they care for grammatical aspects of the language. Of course, relatively to the other items analyzed before, the difference between the number of the two response categories (YES and NO) is very few because, as can be seen from the item number in the table, the percentage of responses for ‘No’ category shows 43.5%. In addition to item number 15, item 17 was concerned with the practice of grammatical aspects of the language in the speaking classes while completing activities. Still (48(56.5%) subjects agreed in that the teacher himself spend more time of the lesson in explaining the rules of the speaking items and the rest 37(43.5%) responded that they do not agree with the idea say “.... Teacher spends most of the speaking lesson on explaining the grammar of patterns of the speaking item. “

In general, a total average of 64.7% of the subjects said that they did not play the roles mentioned under items 14,15and 17 whereas; the remaining percentage of students (35.3%) supposed the inverse.

4.1.3.3 Students Interaction with Each Other

Item18. Do you interact/cooperate with other group members during the discussion, role play, storytelling, and etc. activities?

In speaking classroom learners' interaction with each other, with the teacher and with the material, play crucial role in language teaching and learning. The response to the questionnaire item 18 in table 5 above did not seem to agree to this idea. Most of the responses 55(64.7%) said that they did not interact with each other when they were given group or pair speaking activities while the others responded inverse.

In general, the result of items designed for the assessment of the students speaking class room role implementation revealed that the students were not playing the roles they said 'we know our roles in the second parts of the questionnaire. The total average of respondents who negatively responded to the implementation of their speaking activities class room roles made up more than the average of those who responded positively to the items. The former holds 70.5% and the later comprised 29.5% only. Thus it can be concluded as the students had expected their speaking activity class room roles but mostly did not implement the roles as they are expected in the classroom. The gap between assumed roles and implementation may indicate that there might be obstacles toward the students' role practice as indicate under Table 5.

4.1.4. Students' Responses to Factors Obstructing Their Speaking Class Room Role Implementation

This part was aimed to assess factors that usually hinder the practice of students' roles in speaking classes. Item (7-12) which were designed in likert scale was intended for this purpose. There might be numerous problems that hinder students speaking class room roles .However, questionnaire items and their responses were limited to only to the factors discussed in the review literature parts. Thus, the items were prepared in the way have the power to reveal such

factors as interpersonal factors and anxiety, the students' attitude towards activity for developing oral communicative task.

Table 6a: Summary of students' Response to factor obstructing their speaking class room roles.

Item №	Strongly agree		agree		Neither agree nor disagree		Disagree		Strongly disagree			
	1		2		3		4		5		sum	p
	F	p	f	p	F	p	f	P	f	p		
7	13	15.3	32	37.6	13	15.3	20	23.5	7	8.2	85	100
8	7	8.2	10	11.8	12	14.1	34	40	22	25.9	85	100
9	7	8.2	21	24.7	13	15.3	23	27.1	21	24.7	85	100
10	41	48.2	24	28.2	6	7.1	2	2.4	12	14.1	85	100
11	37	43.5	28	32.9	5	5.9	3	3.5	12	14.1	85	100
12	31	38.5	9	10.6	15	17.6	10	11.8	20	23.5	85	100

Table 6b: Summary of Students Responses to Factors Obstructing Their Speaking activities Class Room Roles

Item№	YES		NO		Respondents'	
	1		2			
	f	p	f	p	sum	percent
19	56	65.9	29	34.1	85	100
20	44	51.8	41	48.2	85	100
21	45	52.9	40	47.1	85	100
22	38	47.7	47	53.3	85	100

4.1.4.1 Interpersonal and anxiety factors

Item8.If feel worries to report to the class because my teacher does not like to hear students 'miss pronunciations of words

Item 22. Do you afraid (are you too shy) to speak to your group or to report to the class?

Table 7: students' Responses to Their Shyness as A factor To Hinder Speaking Class Room Roles

Item No	Yes		No		Respondents'	
	1		2		sum	percent
22	47	55.3	38	44.7	85	100

Though the term interpersonal might not be easy to define, in this context it was intended to refer to the relationship among people; more specifically the relation between the teacher and the students. With this regard, from the responses to item, No. 8 in table 7a it could be inferred that there was a power gap between teacher and the students. As a result, it seems that most students feel fear of mistake like that of pronunciation to speak in English and practice speaking .The total number of responses for the item responded as 'strongly agree' 22(25.9) and for 'agree' the number read 34(40%). The two categories sum up the majority of the respondents' percentage. Moreover, more percentage of responses 47(55.3) to item No. 22 conveyed the message that most students had anxiety problems to speak in front of others; they feel shy

Thus, the teacher student relationship that creates fear in the students to perform their presentation role and the students' shyness might be factor which hindered the learners not to practice speaking with task given to them for promoting their speaking ability.

4.1.4.2 Students Attitude to Wards the Role of the Teacher and activities' Time Consuming Aspect

Item7. I believe that speaking is most learned from the source of knowledge; that is the teacher.

Item9 I think that speaking activities are times consuming. Response to item 7and 9 give the impression that the students' attitude to learning speaking might be another obstacle for the majority of learners to be claim in playing their participatory roles in the process of completing tasks given for practicing speaking. Item 7 says that speaking is mostly learned from the teacher.13 subjects strongly agreed to the idea and while 32 subjects agreed to it. This constituted the majority (52.9) of the total subjects. Item NO.9 says "I think that speaking tasks are time consuming." Here the attitude of majority of respondents 44.1% agreed that speaking

tasks' time consuming aspect indicated that they did not agreed with it along with the neutrals sum up only 48.2%.However, as can be seen about the transcript of the students' interviews (see Appendix G) most of the interviewed agreed that speaking tasks are time consuming activities. Some of the teacher agreed with the activities implementation in the interview conducted with them (see teachers' transcripts of interview with teacher under Appendix's).

In general, from the point of view of responses to item No.7 and to the interview questions, the researcher inferred that the negative attitudes the learners had towards task-time and the belief they had on the role of teacher made the students to be reluctant in their role implementation in the speaking classes.

4. 1.4.3 Tasks and Its Motivational Agent and Other Related Factors

Item10."I do not like doing activities because they are what I do not expect on exam."

Item11. "I do not like the speaking activities we are given by our teacher because usually they are unfamiliar and complex."

Item 12. "I believe that most of the activities we are given to practice speaking are boring to be engaged in because they are not accompanied by authentic real materials. The third factor intended to be assessed by the researcher was issues related to tasks themselves. Item 10, 11 and 12 in the likert scale were prepared for this purpose. With this regard 41 (48.2%) respondents strongly agreed and 24 (28.2%) agreed to item 10, which states tasks' motivational feature to examination (activities' wash back effect). The two agreement scale made 65(76.4%) respondents. It appears as the learners de motivated to play their roles thinking that the speaking tasks had no relation with their tests or exams.

Secondly, in the case of item No.11 in the table, still the majority 65(76.4%) of the student-respondents agreed to "I do not like tasks we are given by our teacher because they are unfamiliar and complex." Here the students' being reluctant to their speaking class room roles appeared to be from the nature of the speaking tasks given to them. The third issue that was regarded as task related factor assumed to obstruct the students' role implementation was the attractiveness of the tasks for not using authentic or real materials. This looks true because even though their difference is very few the percentage of those agreed to the idea expected to those disagreed to the idea. This can be seen from the responses to item number 12 in table 9a above.

The percentages were 47.4 and 35.3% respectively. The rest 17.3% of the respondents remained neutral for the idea.

In general speaking, the total average of the responses for the factors assessed under this topic inclined to agreement to the issues raised.

The total average percent is 67.7% while the percentage of the disagreement and that of the neutral all together sum up only 32.3%. Thus, it could be said that the students were de motivated to complete to complete the speaking tasks because of the nature, unfamiliarity of the tasks and because of that the thinks tests do not prepared according to the tasks. The de motivation in turns might have imposed the learners not to accomplish their speaking class roles.

4.2. Teachers' Responses to the Questionnaire Items.

4.2.1 Teachers' Responses to the Types of Speaking Activities.

As mentioned in the analysis of the students' questionnaire for the same sub-topic, the main purpose of this part was to assess the type of speaking activities mostly used in the class room. This in turn assumed to give insight to what type of activities might good features for good implementation of the students' roles in the class room with regard to the type of speaking tasks usually used in the class room, both respondents seem have the same idea. To see the regularity of the tasks mentioned to happen in the class with respect to their result, just like that of the students listing, ordering and sorting, comparing, problem solving and sharing personal experiences were all the speaking tasks the teacher used in the oral communicative classes (see Table 8 below.

Table 8: Summary of Teachers' Responses to Type of speaking activities

Type of ranking tasks	N	Values		frequency	percent
listing	4	Most of the time	1	1	25
		Some times	2	3	75
Ordering and sorting	4	Most of the time	1	1	25
		Most of the time	2	2	50
		rarely	3	1	25
compering	4	Most of the time	1	1	25
		Some times	2	3	75
Problem solving	4	Some times	1	2	50
		rarely	2	2	50
Sharing personal experience	4	Most of the time	1	2	50
		Some times	2	2	50

N.B 'Most of the time' was seen with regard to the frequency of using the tasks given in the text book

Moreover, with respect to the frequency of happening of the speaking tasks, Table 8 above and both the interviews with the students(Appendix G) and also with f the teachers(Appendix H) indicated that the tasks had been used ' some times'. For example, the table indicated that in most of the task types 'some times' is with highest frequency values.

Furthermore, the result of the responses to interviews showed that sometimes speaking activities were used in course of developing the oral communication skills of learners. Both parts of the interveners (students and teachers) said that most of time the tasks given in the student's text book were passed for different cases. Some of these cases were the ambition of teachers to cover the grade level with the academic year, the great difficulty and complexity level of the tasks, the un clarity of the tasks ' instruction, and the volume of the text book etc.

4.2.2 Teachers' Responses to Students' Tasked Speaking Classroom Role Awareness

As stated in chapter three, the content of the teachers' questionnaire was the same as that of the students'. This was made for the teachers' responses were intended to be used as a

supplementary data to that of the students. Thus, all the topics discussed under the analysis of students' questionnaire will be seen under the teachers too.

Table 9: Summary of Teachers' Responses to Students' Tasked Speaking Classroom

Roles

Item №	Strongly agree		agree		Neither agree or disagree		disagree		Strongly disagree		Respondents'	
	1		2		3		4		5		sum	p
	f	p	f	p	f	p	f	p	f	p		
1	0	0	2	50	0	0	2	50	0	0	4	100
2	1	25	0	0	1	25	2	50	0	0	0	100
3	3	75	1	25			0	0	0	0	4	100
4	2	50	2	50	0	0	0	0	0	0	4	100
5	0	0	1	25	0	0	3	75	0	0	4	100

4.2.2.1 Students' Engagement in Task Completion Activities

Students' response to their roles of engagement in task completion activities indicated that most students did not play the roles accordingly. Instruction III item 1 and 4 of the students' questionnaire were planned to observe the issue from the teachers' standpoints.

Item 1. Students know that they should engage in doing task with their groups and usually they do it.

Item 4. Many students in my class accept as true that not only the teacher but also they can contribute to their speaking skills development

As to the result of items 1 in table 9 above 2(50%) of the teacher-respondents disagreed and the other 2(50%) agreed to the motion that says the students know and play their roles of being engaged in speaking tasks. For item 2 all the teachers agreed that the students know their role of participants of the speaking learning process in tasked speaking class room.

Accordingly, regarding the students expected roles in the case of the task engagement; it seems that the learner and the teachers' revealed that the learners know that be participant of the task should be one of their roles.

4.3.2.2 Concerns to Grammar and Students' Beliefs about Errors in Developing Speaking Skills

More concern to grammar rather than communicative task is the particular features for a traditional language teaching method. The role of students in such classes tends to be passive participant of knowledge from the teacher. Item 2, 3 and 20 were developed to decide the type of role the students were employing in their classes.

Item2. Many of my students believe that making errors in language learning is a part of the learning process.

Item 3. Most of my students ask me to teach them speaking by giving them communicative activities rather than grammar items.

Item 20. Do you think it is highly important to explain the grammar/rules of spoken language explicitly to students? (Example ,what to say and what not to say on phone.)

As to table 9 item No.2, contrary to the students responses to the same idea, majority of the teachers 2(50%) disagreed, 1(25%) agreed and 1(25%) remain neutral to, “Many of my students believe that making errors in language learning process. “Relatively more teachers disagreed to the suggestion. They believe that the learners did not know such roles theirs. On the other hand, as to item3, all the teachers 4(100%) agreed that most of their students usually ask them to teach grammar rather than working with communicative activities to teach speaking skills. This implied that, according to the responses from the teachers, the students want the teacher to play traditional roles for them. Generally, this indicated that the majority of teachers were not sure for the students practicing their roles in the class mentioned.

Table 10: Teachers' Responses to Their Attitude to Teaching Grammar Explicitly

Item No.	YES		NO		Respondents'	
	1		2		sum	percent
	f	p	f	p		100%
20	3	75%	1	25%	4	100%

The result of item No. 20 in table 11 showed that the majority 3(75%) teachers themselves says that they themselves teach the patterns of the spoken language item explicitly in their teachings.

The majority of the teachers responded positively to the items under this topic i.e. the greatest percentage, (66.5) of the sample teachers.

In consequence, it can be said that the teachers also agreed in that their students had awareness on student-centered speaking classroom roles from the view they give less attention to the patterns or grammatical aspect of the oral communication activities and from the view that the result discussed showed the students' tries to correct own errors.

4.2.2.3 Class Room Organizations

Item 5. "My students mostly like to be grouped /paired during speaking activities rather than simply listening to my explanations.

Literature in the second language teaching-learning suggests that attention should be given to students' grouping. Whenever students are grouped in different modes, there might be different roles expected of students. To get data on whether the learner knows their roles in group or pair roles, the statement on item 5 above was set both in the students and teachers' questionnaires.

The responses from the teachers' questionnaire (table 9 item 5) showed that all most all 3(75%) teacher respondents disagreed that the suggestion stated on the item. They disagreed that their students like to grouped or paired during speaking activities. That implied the students did not know the role they had to play. This motion of the teachers' responses result differed from the students' response on the similar issue.

To sum up the result of teachers' responses to questionnaire for the expected roles of the students in the speaking class room ,the average percentage of positive responses (strongly agree, agree and yes) added up to 46.87%.

On the other hand the average percentage of negatively responses (disagree, strongly disagree and NO) was 50% and that the neutral was 3.13%. Thus, contrary to that of the students, the teachers' responses implied that the students did not know their speaking classroom roles. However, the class observation (see Appendix F)

And the interview with students (see Appendix G) showed that had awareness on their speaking activities

4.2.3 Teachers' Response to Students' Speaking Activity Classroom Role Implementation

The response to the students' questionnaire revealed that most of the students were not implementing their student centered speaking class room roles. This might have been because of the problems discussed in the problems obstructing learners' speaking roles. Items 12 to 17 of the teachers' questionnaire were proposed by the researcher to get information the teachers on the style of discussion. As can be observed from the questionnaire's instruction IV (Appendix B) for some of the item numbers, open ended questions were designed for furtherers.

Table 11 below designates the summary of the responses of the items.

Table 11: Summary of teacher's responses to students' speaking class room Role practices

Item No	YES		NO		Respondents	
	f	percent	f	percent	sum	percent
12	0	0	4	100	4	100
13	0	0	4	100	4	100
14	3	75	1	25	4	100
15	0	0	4	100	4	100
16	3	75	1	25	4	100
17	0	0	4	100	4	100

4.2.3.1 Students' Engagement in Task Completion

Item 12. Do the students voluntarily perform their responsibilities to be a secretary, a group leader, summarizer, presenter in groups?

Item 13. Do the students actively participate in group/ pair speaking activities you give them?

As indicated to their responses to item12 in table 13, no teacher responded positive responses to the teachers the idea stated under the item number. All the 4(100%) teachers agreed on that their learners did not voluntarily perform their roles in the group like: group, leader, summarizer or

presenter/reporter, surprisingly, the same result appeared for the response to item15, all the respondent-teachers responded ‘NO’ to the idea. It seems that they strengthen their responses to item 12 as the students did not play their roles as group responsibility roles or as group participatory roles.

Of course, the students also gave the same response to the same question given in their questionnaire.

Therefore, the response of the teachers and the students for their respective questionnaire items indicated that the students did not seem to be engaged in task based speaking classroom. Moreover, the class observation result showed that most of the students were not engaged in the speaking tasks given to them by their teachers (see Appendix F). Particularly, in lesson Transcript 1 given under the appendix, the teacher was trying his best to engage the students in the task yet they refrain to be involved in the completion of the task. So, it could be summarized as the learners know that to be involved in the task so as they could develop their spoken ability but they did not play this role.

4.2.3.2 Grammar Learning and Students’ Self Error Correction

So far, it has been discussed in chapter two that the proponents of communicative language teaching-learning approaches claim that grammar is acquired through communicative tasks and error correction should mostly be delayed or left to the learners. In other words .learners should try to correct their errors and grammar is learnt unconsciously through discussion on topics of speaking tasks. With these points in mind, lets’ see what the respondent/teacher responded to items 13,14 and 16 of the questionnaire for them, which were set to get data on the matter.(Refer back table 11 for responses given to item.)

Item 13. Do the students usually try to correct their errors by themselves after completing their group/pair activity and before you give them feedback?

Item 14.Do students give more conscious to grammar/structure while doing speaking activities in pair or group?

Item 16.do you give your students more of the time to speak in English in the course of completing the activities? If ‘NO, why? Write on next page)

As can be seen from the table 11, item 13, all the 4 teachers responded that students usually did not correct their errors by their own (in group, pair or individually). Similarly, for item NO.14 and 10, 75% of the teachers for each item said that the students give more concern to the structure of the spoken items while they do the speaking activities. Responses to item 16 pointed out that the teachers give more of the lessons' time to students talk. In the open ended (Direction IV of the questionnaire), some of the teachers stated words like "to promote learners oral communication skills" as to reason for giving more time for students to talk in English.

In general, from the responses to three items, with regard to the students concern to grammar and their self-error correction interest most teachers replied that the students did not correct errors in group/pair/individually .still they want to focus on the structure. All these replies may imply that the students were interested in traditional language teaching approaches. That means they had not been playing the role expected of them in teaching speaking activities class room.

4.2.3.3 Students Interaction with Each Other

Item 17. Do students interact/cooperate with each other during group discussion, role play, and storytelling and etc. activities? If 'No' what do you think the reason might be? (Write on next page)

The teachers' responses to item NO.17 that was prepared to see whether the students were practicing their interactional roles or not, showed that the students did not interact with each other for the reason that all the teachers (100%) said that most of the students did not interact with each other at the time of task completion offered to them for the purpose of the students' oral communicative skills. That means most of the students did not play their role of interaction with each other.

The teachers reasoned out that the students' fear of oral mistakes, considering themselves as they can speak English but all and that some students are naturally introverts. Some others like to act together with others but most become silent and feel lonely in speaking in English and no interaction at all.

In general, the response to students' role practice indented that the students were not performing the roles they were assumed. This was implied from the great percentage of the positive response to the questionnaire items offered for that purpose 91.0% average percent of the responses revealed

that almost all of the students were not practicing the role assumed in the grade 11 English textbook. Only 10.09% of the average percent responses indicated that the students were playing their assumed speaking activities classroom roles.

4.2.4 Teachers' Responses to Factors Obstructing Students' Tasked Speaking Classroom Role Implementation

Responses to items 6-11 and 19-22 on the teachers' questionnaire were summarized in table 12. The purpose of the items was to review factors that might slow down the students' role practice in speaking classroom.

Table 12: Summary of Teachers' Responses to Factors Obstructing Students' Tasked Speaking Classroom Role Implementation (6-11, 19-22*)

Item No.	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		Respondents'	
	1		2		3		4		5		Sum	Percent
	f	Percent	f	Percent	f	Percent	f	Percent	f	Percent		
6	0	0%	2	50%	1	25%	1	25%	0	0%	4	100%
7	2	50%	2	50%	0	0%	0	0%	0	0%	4	100%
8	0	0%	1	25%	3	75%	0	0%	0	0%	4	100%
9	0	0%	1	25%	1	25%	2	50%	0	0%	4	100%
10	0	0%	0	0%	1	25%	3	75%	0	0%	4	100%
11	0	0%	1	25%	0	0%	3	75%	0	0%	4	100%

4.2.4.1. Interpersonal and Anxiety Factors

Item 7. Most students feel worry to speak in English, particularly with my presence, because of their miss pronunciation.

Responses to item 7 showed that 50% of the teacher strongly agreed and the rest 50% agreed that most learners feel worry to speak in English with the presence of the teacher while no

teacher disagreed to the item. As in the case of the learners' questions' questionnaire, this indicated that the learners were anxious to talk in front of the teachers and others.

4.2.4.2. Students' Attitude towards the Role of the Teacher and Tasks' Time Consuming Aspect

Item 6. Students arrange that speaking is most learned from the source of knowledge; that is the teacher.

Item 8. Many students complain that speaking tasks are time consuming.

Results from these two items 6 in table 12 may lend any observer to say the attitude learners had towards what they from the teacher tackled their role implementation in oral communicative classes. The teachers' responses to item 6 realized this idea. Half the teachers 2(50%) agree to this reality where as 25% responded 'Neither agree nor disagree' and 25% disagreed the matter.

With regard to item 8, it seems that the teachers had different opinion issue of speaking tasks' time consuming feature. We have just analyzed the students responses to the idea the majority of the student-respondents agreed that it was time consuming. However, the teachers' responses here on item No. 8 showed that 75% of them remain neutral to the opinion and 25% Of them agreed. However, in the interview made with the students (appendix G), most of them repeatedly said that tasks take the time they had to use to cover the grade 11 text books' portion.

Therefore, the teachers' responses to items 6 and 8 may convey the message that students had negative attitudes for the teacher roles and for the time the use to complete the speaking tasks. And that might have negatively affected the role expected from the students.

4.2.4.3. Tasks and Its Motivational Agent and Others Related Factors

Item 9. Students complain that tasks/activities are what they do not expect on exams.

Item 10. Most of the speaking tasks in student's textbook are unfamiliar and complex; as a result students do not like doing them.

Item 11. I do not use authentic/real materials for most of the speaking activities as it is difficult for me to get them easily.

So far, from their responses to the questionnaire, thinking that tasks usually did not appear on exams, we have seen that most of the students had been de motivated to work with speaking tasks offered to them. This along with unfamiliarity and complexity the tasks and the availability of authentic and materials for the tasks were some agents contributed to the learners speaking classroom role implementation.

Items number 9, 10, and 11 here under the teachers' questionnaire also appeared to see the same issue from the teachers' point of view. Therefore, 50% of the teachers (the majority of teachers) responded to item 9, in table 12 above as that the students had no complaint on tasks de motivational/wash back effect. Similarity, most of the teachers (75%) disagreed to the idea on item 10. They implied that the tasks in the new Grade 11 Textbook had no difficulty or complexity problems.

According to the teachers' responses concerning the complexity and unfamiliarity of tasks offered to them and other points discussed under this sub topic, the issue of task completion de motivational effect and the natures of speaking tasks stated might no negative factor on the students' speaking classroom role implementation. However, in the interview conducted with them, some teachers still agreed that the tasks given in the new grade 11 textbook are unfamiliar to the context of the culture and knowledge of the learners. (See transcript of interview with teachers/Appendix H)

Generally, the result of both the students' and the teachers' questionnaires seem to have answered the major objective and minor objectives of the study. Both results indicated that grade 11 students are expected to practice student-centered classroom roles as implied by their new grade 11 English Textbook.

The questionnaire results also indicated that the students were not practicing their student-centered classroom roles they said they have expected. Moreover the questionnaires results of both subjects answered the other minor objective of the study. That is problems obstructing the practice of the students' speaking class role. Accordingly, interpersonal and negative anxiety, students' negative attitude towards speaking activities, tasks wash back effect/de motivational effect and the nature of the speaking tasks were identified as the main factors that negatively affect the students' speaking class role implementation. The majority of the teachers' agreement

indicated that the students did not play their speaking classroom roles because of the factors stated in each item under this sub-topic.

4.3. Results of Classroom Observation

Classroom observation was made to see whether the results found through the students and teachers questionnaires are seen in the classroom. In other words, to observe whether the students play their speaking class roles and also to see the type of speaking tasks used in the classroom; furthermore, to observe whether the problems obstructing the roles. Appendix F gives transcription of three different teachers in the schools under the study, so the appendix is divided as sample transcript 1, sample transcript 2 and sample transcript 3, as to the three teachers' class observed.

4.3.1. Types of Speaking Activities in the Speaking Classroom (In the Class Observed).

In all the class observed, different task types were observed. For example, in the first lesson, the teacher offered the students an experience sharing type of speaking activities under a topic 'Myths about HIV/AIDS'. The teacher gave lots of explanations about Myths and HIV/AIDS. Then, he asked the students to give definitions of their own for both terms. The teachers asked to be in group of 4-5 but the students kept quiet. Lastly a student was asked to present the definition for the terms.

In the second lesson, the researcher has got a chance to see a relatively interactive warm speaking class. As a matter of chance, the speaking task, the second teacher was using an example of experience sharing one. In the class, it seemed that teacher did all he can to involve the students in the task. However, the researcher observed that most of the students passively recipient in the speaking classroom. (Appendix F, lesson transcript 2).

The topic for the second lesson was "A one minute talk; the students were asked to discuss the type of illness they know and presented to the whole class. The teacher clarifies what they have to do at each level of the task completion. For example, he gave them points to be included in the discussion and presentation. In the third class topic for discussion was given to the students by the teacher. The topic was about, 'The United Nations,' the teacher wrote five questions related to the topic on the board. They started to discuss where most were talking local languages and

others simply sitting with no participation. In all the groups formed it can be said that there were only one student who speak write and present. In general the researcher observed that all the topics and typed of tasks were interesting, the teacher played their respective roles and there were no complexity or difficulty with the types of task.

4.3.2. Learners Roles/Activities

In all the three lessons, it can be said the students were playing passive roles. Most of the students were not talking in the group or did not want to present to the whole class. It seems as for each of the group there were representatives to practice all the roles of the other group members. Moreover, there were no interactions among students. That means mostly there were no students' interactive roles. Especially in the first class, the class seems completely a biology lecture class (see lesson 1 under appendix F). The class was dominated by the teachers and some students' definitions of HIV/AIDS and related terms. No interaction among students, with the teachers or with material. In the second lesson there was relatively good interactive roles of students with each other and with the teacher, too. However, most groups were still dominated by only some of the students 'talk whereas most of the students were passive to participate in the tasks. The same was observed in the third lesson. (Appendix F lesson 1).

4.4. Results of Interviews

The aim of the interviews was to get supportive data for the results obtained through questionnaires and class observation.

4.4.1. Results of Interview with Students

The questions prepared for both the teachers and the students were the other side of the questionnaires and the observation checklist. The starting point for the interview with the students was the questions on Appendix G. Some of the students gave their responses in Amharic and some others in Afan Oromo, most of them responded in English. However, the question was in English for all. A total of none students were intervene by the interviewer.

Most students answered 'Yes'. Sometimes, for question number 1, they said that most of the speaking activities given in grade 11 text books are not given to them by their teacher. They gave similar responses for this. They said that the teacher passes most of the speaking tasks for that

the teacher and they want to finish the grade portion within the academic year. Moreover, some of them said they want the speaking tasks passed by their teachers thinking that it would not be the past that might not appear in their exam.

All students responded 'Yes' to the second question. They said that if they practiced speaking skills with the speaking activities given to them in their textbook, they would improve their oral communication skills. The third question was asked to get information on whether students of grade 11 might have used grouped or paired in their speaking classes. The researcher can say that almost all students said 'Yes' to the question. They elicited that they were grouped or paired whenever speaking activities were given to them. But some of the students' complain that the frequency of the grouping decreased from grade 9 through grade 11 onwards.

The fourth question was requested to get data on whether the students take any of the group roles or responsibilities they might have been assigned to. All most all said, 'No' to the question. However, three of them explained that they had interest to play any of the group roles they assigned to play. They students also explained that most students in their respective classes did not want to take any group the group participation roles. Still the majority of the interviewee students seem did not like to play any of the group participation roles.

In question number five the students were asked the reason why most of them and the other students in their classes did not play the speaking activities class room roles in the classroom and they gave different responses to the question. Some of the responses include: the students lack of back ground experience on practicing oral communication through tasks, fear for grammatical mistakes, lack of self-esteem, students' greater interest to learning the language structure rather than completing activities to practice speaking skills and shyness for most of the students.

The aim for designing question number six was to elicit information on whether the students' not playing their assumed speaking classroom roles as implied by their new English textbook.

Might be because of that the teacher might not have played their respective roles in the speaking classroom. Most of the students responded, "Yes", our teacher encourage us to complete the speaking activities by ourselves; he did not try to complete by himself, "though the number was few, still there were students who complained that most of the time of the speaking lesson's had

been covered by the teachers' talk. Moreover, as the responses for question seven, elicited that the teachers had played their guiding roles during the speaking classes.

Therefore, it could be concluded that as the teachers played their speaking class room roles properly and could not be a factor that negatively affect the students' role implementation in the class.

In short, the result of the interview with the students revealed that the students seemed that they did not play their assumed roles as they are expected in their speaking classroom. Because they fell shy to express themselves in front of others: they prefer structure rather than speaking tasks; most students fear of erring while speaking in English. Contrary to the results of the questionnaires and that of the observations, the type of tasks and the teacher responsibility as class organizer and as task guider were not factors affected their role exercise.

4.4.2. Results of Interview with Teachers

Appendix H gives list of questions to the teachers and their responses to the questions that were written down (transcribed). The aim of the interview was to get supplementary data for the information obtained through the questionnaires and the class observations. The contents of all the questions for the interview were the same to that of the students' interview.

Question number 1 and 2 were designed to get data on the teachers use appropriate speaking activities regularly in the speaking classes and whether they may think that the tasks given in the new grade 11 textbook develop the students' oral communication competence or not. To this end, all the teachers said that they believe that the tasks develop the students' speaking skills. However, they complained that the large volume of the textbook was sometimes the causes for not offering all the speaking activities to the students. They claimed that they had to complete the contents of the text within the academic year. Thus, they had passed some speaking activities

As can be seen question three (3) in appendix H, most of the teacher answered 'Yes' to the question. However, some of them mentioned that sometimes the large class-size, the fixed type of the seats was in their classes did not allow them to organize the students properly.

From these responses' of the teachers, the researcher concluded that the teachers' role practice could not be a factor that negatively affects the students speaking classroom role exercising. This was because the teachers playing their roles in appropriately in speaking classroom.

The fourth question to the teacher was "Do you think the students aware of their task based speaking classroom roles...particularly, do they know they have to play group participation roles?" almost all the teachers said that their learners know their roles in the class mentioned but did not know outside the classroom.

Question number five was tasked to elicit information on the reasons why the students were reluctant to play (practice) their speaking activities classroom roles. The responses to the question were different. As to the teachers, most students did not play their assumed roles. The responses to the following reasons: most students think that the grammar part of their textbook is important for them and regularly become reluctant for their roles with speaking activities. Secondly, speaking task was not the teaching method the students came up with in their elementary schools and this in term made most of the students to be confused when they were in such speaking classes. The third reason the teachers responded as a problem for the students to be passive for their respective classes was shyness. Moreover, one of the teachers mentioned that most students had shortage of words to talk and play their assumed speaking classroom roles.

From responses to question six and seven, data on the teacher's role as a leading the students' self-error correction and giving clear instructions in the speaking activities completion was elicited. For these questions, the entire teacher said, 'Yes' to the questions. The implication is that teachers related issues could not be factors hindering the students' role practicing rather most obstructs could be from the students themselves.

As to responses to question number eight the teachers suggested their own opinion on speaking activity classroom roles of the students. They said that the teachers should regularly give awareness to on what is expected of them in the class secondly, they suggested that the students themselves should try to know the objectives the activities state in the text book and try to act accordingly in the speaking class. The third point they said was concerned bodies should distributed new text books to school before the being of academic year (if there might be change in text books). The other point they raised in their responses was that elementary schools should give their students more opportunities to talk in their class through speaking activities

In general, the results of both interviews, with students and the teachers, clearly strengthen the results elicited through the questionnaires and the class observation. Grade 11 students were not effectively practiced (exercised) their speaking class roles, because of different factors. The students' personality like shyness and the fear they had on making grammatical errors while completing group activities were factors hindering the students' role practice in the classroom.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of the conclusions and recommendations of the research results. After the conclusion, some possible recommendations are given. The present study was intended to investigate the expected role and actual roles of learners in speaking in CLT. Therefore, to reach at the overall purposes of the study, three types of data gathering instruments (questionnaire, classroom observation and interview) were used. Based on the analysis and discussion, the following conclusions and recommendations are made

5.1. Conclusion

The change of grade 11 text book from time to time has inclined to change into communicative language teaching approach, which in its turn calls for the change of student's roles from passive participant to active participants in the Communicative language teaching and learning process; this study has tried to investigate whether or not the students exercise their expected roles and actual roles in the teaching speaking activity classroom. Moreover, the study has attempted to investigate factors obstructing the students' roles in the speaking class.

The data collecting instruments are: questionnaires, observation check list and interview questions were administrated to grade 11 students and teachers of Uraga secondary and preparatory school.

The entire instruments were used to investigate:

1. Whether secondary school students are practicing their expected role in teaching speaking activities in English class room.
2. Whether the students exercising their actual role in teaching speaking activities in English classroom.
3. Factors that negatively affecting the students' actual practicing in teaching speaking class room.

At end, the overall findings of the study revealed that despite EFL teachers' high and learners' Moderate understanding about tenets of CLT, the data obtained from the questionnaire classroom observations and teachers' and learners' interviews indicate that there is a clear mismatch

between the objective of the curriculum and what the teachers and the students actually practice in EFL classes.

As can be seen from the results of the observation students were not practicing as they are expected in their speaking classes. Most of the factors that obstructing the students' speaking class roles were from the class room interpersonal relationship, from the students' personal beliefs towards the speaking activities' importance for their exams and personality factors like shyness and fear to making grammatical mistakes. Moreover, for some classes the teachers' reluctant role were the major factors observed as obstacle to the learners' role practice. The teachers were playing traditional (teacher-fronted) roles. As a result the students were playing passive roles and not participating in group speaking activities. The results obtained from the teachers' interview and questionnaires also revealed, as to the reasons for mismatch between expected roles and actual practices of teachers and learners, a number of reasons were proposed. That the most common problems that hindered them from practicing communicative language classroom activities were:-students understanding of tasks as time consuming, students' speaking classroom role practice was negatively affected by the fear the students made oral mistakes in front of their teacher, students understanding of the role of teachers in the class expecting everything explained to them by their teachers, and students believes on that there is a gap between the expected exam items and the actual classroom speaking activities (negative wash back effects of the speaking tasks),large class size, mismatch between curriculum and assessment. The results obtained from the learners' interview response also substantiated the teachers' complaints which state the obstacles that blocked CLT from being practiced in EFL classes. Meanwhile, the respondent learners aware that although they knew that CLT Principles are important to develop one's communicative competence and help to share ideas and experiences, it is difficult to make it effective because it wastes time and it doesn't go in harmony with the examination that they are accustomed to do; and they are Incapable of communicating (writing and speaking) in English ,they fell shy to express themselves in front of others: they prefer structure rather than speaking tasks; most students fear of erring while speaking in English.

5.2. Recommendations

So far, many efforts have been made to change the students' English oral communicative capacity. One of the efforts was the 2011/2013EC secondary school English language syllabus change. Despite the efforts made, most of grade 11 students still have difficulty in expressing themselves orally. Moreover, they did not practice their speaking class room roles implied by the new text book when they learn speaking skills. Hence, based on the results of this study the following recommendations are forwarded to feel the present gap in the students' role exercise and in overcoming the problems that obstructs the practice of these roles.

1. Teachers should provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and activities, and shared knowledge so that the students get more chances to practice their speaking class roles.
2. The National Organization for Examination (NOE) should at least modify the style of exam preparation and better try to make it as communicative language test as possible. This will in turn motivate teachers to employ communicative language teaching principles and prepare communicative language tests as well.
3. School mini-medias and English departments should create opportunities in which the students can extend their classroom oral practices (Teachers and administrators should create an English environment in the school to increase students' opportunities to practice English)
4. Maximizing the students' proficiency in the language at elementary level. Student should start using the language communicatively at the grass root level.
5. Finally, expectantly, the research findings in this paper will encourage an extension of research in to teachers' knowledge and understanding of CLT. A range of conceptualization, rich in detail, is further needed to provide EFL teachers with framework and models that they can follow in their own practical classes. Therefore, this study is not anticipated to make any generalization, so any concerned and interested body can make use of this study as route for further studies and is suggested to contribute a lot.

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APPENDICES

APPENDIX: A

QUESTIONNAIRE FOR STUDENTS

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITY AND LAW

DIPPARTMENT OF ENGLISH

Questionnaire for students

Dear student

I am conducting a study on expected and actual roles of students in speaking activity in English class room. The purpose of this questionnaire is to collect data for this study. You are kindly requested to read each items carefully and provide your genuine responses for each item. Since your responses will be used for this purpose only and treated with firm confidence, feel open to answer all items honestly. Remember that the worth of the result of this study is highly linked with the attention you give to each items of questionnaire.

Thank you!

General Direction: There are two parts for this questionnaire. The first part deals with the type of activities and their frequency in being used in speaking lessons. All of the second part's items are concerned with the degree of your agreement on the ideas stated. All the statements say something about the speaking activities in the EFL class rooms. Both parts the questionnaire have their respective instructions; please, follow them. No need to write your name.

Personal Information

Instruction I- put a tick (✓) on the space to indicate your sex and age

- Sex: Male ☐ Female ☐
- Age: 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ Above20 ☐

Instruction II- How often your teacher gives you the following types of activities, during your speaking lessons? Put a tick (✓) under the scale showing you're your classroom experience.

1. Most of the time 2. Sometimes 3. Rarely 4. Never

No.	Type of task	Most of the time	sometimes	rarely	Next
1	Listing (objects, ideas, etc)				
2	Ordering and sorting (like: sequencing, ranking, categorizing or classifying something)				
3	Comparing (like: matching, finding similarities or differences between things)				
4	Problem solving (like: puzzles)				
5	Sharing personal experiences (explain options)				

Instructions III- please, put a tick (✓) under anyone of the scales to give your genuine responses concerning your degree of agreement to the given statement about yourself in your spoken lessons.

1. Strongly agree 2. Agree 3. Neither Agree nor Disagree
4. Disagree 5. Strongly

No.	Statement	Strongly Agree	Agree	Neither Agree nor	Disagree	Strongly Disagree
1	I believe that I should engaging in doing tasks with my group					
2	I learn speaking more by engaging myself in classroom task-based activities.					
3	I believe that making errors in language is part of the learning process.					
4	I believe that I can learn grammar by engaging myself in communicative activities.					
5	I accept as true that not only the teacher but also I can contribute to my language skill development.					
6	I develop my speaking skills more when group/pair activities are given to us than when I simply listen to my teachers' explanations.					
7	I believed that speaking is the most learned from the source of knowledge; that is the teacher.					

8	I feel worry to report to the class because my teacher do not like to hear students' miss pronunciation of words					
9	I think that speaking tasks are time consuming.					
10	I do not like doing tasks/activities because they are what I do not expect on exams.					
11	I do not like the speaking tasks we are given by our teacher because usually they are unfamiliar and complex.					
12	I believed that most of the tasks we are given to practice					

Instruction IV- the following questions are about your classroom practice during you learning speaking. Read each and put a tick (√) under either 'Yes' or 'NO' to show your are your classroom experience.

	Question	YES	NO
13	Do you like to be a secretary, a group leader, summarizer, or presenter in groups?		
14	Do you usually try to correct your errors after completing your group/pair activity and before your teacher gives you feedback?		
15	When you speak in English to do speaking activities in group or you give more attention to grammar/structure?		
16	Do you actively participate in group/pair speaking activities given by your teacher?		
17	Does your teacher give you more of the time to speak in English in the course of completing the activities?		
18	Do you interact/cooperate with other group members during the discussion, role play, storytelling, and etc. activities?		
19	Does your teacher clearly tell you what you have to do before, while and after the speaking activities/tasks?		
20	Is most of the time of the activities is usually covered by the teacher's talk?		
21	Does your teacher usually explain the grammar/rules of the spoken languages explicitly? (e.g. what to say and what not to say on phone.)		
22	Do you afraid (are you too shy) to speak to your group or to report to the class?		

APPENDIX B

QUESTIONNAIRE FOR TEACHERS ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY SCHOOL OF HUMANITIES AND LAW DEPARTMENT OF ENGLISH (POST GRADUATE PROGRAM)

Questionnaire for Teachers

Dear Teacher,

I am conducting a study on the expected and actual roles of students in speaking activities in English class room. The purpose of this questionnaire is to collect data for this study. You are kindly requested to read each item carefully and provide your genuine responses for each item. Since your responses will be used for this purpose only and treated with firm confidence, feel open to answer all items honestly. Remember that the worth of the result of this study is highly linked with the attention you give to each item of questionnaire.

Thank you!

General direction: There are two parts for this questionnaire. The first part deals with the type of activities and their frequency in being used in your speaking lessons. All of the second part's items are concerned with the degree of your agreement on the ideas stated. All the statements say something about speaking activities in EFL class rooms. Both parts of the questionnaire have their respective instructions; please, follow them. No need to write your name.

Personal Information

Instructions I- Put (✓) on the space for (a) and (b) and write your teaching experience for (c)

- a) **SEX:** Male Female
b) **Educational Background:** Diploma BA MA
c) **Teaching Experience:** _____

Instructions II- How often do you offer the following types of tasks during speaking lessons? Put a tick (✓) under one of the scales showing your classroom experience.

1. Most of the time 2. Sometimes 3. Rarely 4. Never

Items	Type of task	Most of the time	Sometimes	Rarely	Never	
1	Listing (objects, ideas, etc)					
2	Ordering and sorting (like: Sequencing, ranging, categorizing or classifying something)					
3	Comparing (like: matching, finding similarities or differences between things)					
4	Problem solving (like: puzzles)					
5	Sharing personal experiences (explain opinions)					

Instructions III- please put a tick (✓) under anyone of the scales to give genuine responses concerning your degree or agreement to the given statements on your speaking class experience.

1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree
3. Disagree 5. Strongly Disagree

No	Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	Students know that they should engage in doing tasks with their groups and usually they do it.					
2	Many of my students believe that making errors in language learning is part of the learning process.					
3	Most of my students ask me to teach them speaking by giving them communicative activities rather than grammar items.					
4	Many students in my class accept as true that not only the teacher but also they can contribute to their language skill development.					
5	My student mostly likes to be grouped/paired during speaking activities rather than simply listening to my explanations.					
6	Students argue that speaking is most learned from the source of language; that is the teacher.					
7	Most students feel worry to speak in English, particularly with my presence, because of their miss pronunciation.					

8	Many students complain that speaking tasks are time consuming.					
9	Students complain that tasks/activities are what they do not expect on exams.					
10	Most of the speaking tasks in students text book are unfamiliar and complex; as a result students do not like doing them					
11	I do not use authentic/real materials for most of the speaking tasks as it is difficult for me to get them easily.					

Instructions IV- The following questions are about students' classroom role practice in task based speaking activities. As a teacher, from your personal experience in such classes, read, decide and put a tick (✓) under either 'YES' or 'NO'. please, give your opinion on the next page for items given (*)

	Question	YES	NO
12	Do the students voluntarily responsibilities to be a secretary, a group leader, summarizer, or presenter in groups?		
13	Do the students usually try to correct their errors by themselves after completing their group/pair activity and before you give them feedback?		
14	Do students give more conscious to grammar/structure while doing speaking activities in grouped or pair?		
15	Do students actively participate in group/pair speaking activities you give them?		
16	Do you give your students more of the time to speak in English in the course of completing the activities? If "NO", why?* (write on next page)		
17	Do students interact/cooperate with each other during group discussion, role play, storytelling, and etc, activities? If 'NO', what do you think the reason might be?* (write on next page)		
18	Do you clearly tell your students what they have to do before, while and after the speaking activities/task? If 'NO', why?* (write on next page)		
19	Is most of the time of the activities is usually covered by your talk? If 'YES', why?* (write on next page)		
20	Do you think it is highly important to explain the grammar/rules of spoken languages explicitly to students? (E.g. what to say and what not to say on phone.)		

Instructions:V-The following spaces are given to write your for some items under instruction III and labeled as(*).Please, refer them back and write your opinion on the spaces accordingly.

Item

16. _____

17. _____

18. _____

19. _____

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW DEPARTMENT OF ENGLISH

(POST GRADUATE PROGRAM)

INTERVIEW QUESTIONS WITH STUDENTS

1. Does your English teacher give you task like: problem solving, ordering, listing, etc. to practice speaking English?
2. Do you think your English speaking skill can be improved through the speaking activities given by your teacher in the classroom?
3. Does your English teacher encourage you to work in groups/pairs to complete the speaking tasks he/she offers you?
4. Do you like to be a group leader, secretary, summarizer or presenter of your discussion? In other words, do you have interest to play such roles?
5. If 'NO' for No. 4 above, are there any personal, teacher-related or task related factors that make you to be hesitant? If 'yes' can you tell me some? What do you think should be done by your teacher to help you?
6. Does your teacher encourage you to do the activities by yourself? If 'yes', are you willing to do that?
7. Do you think that your English teacher gives you enough assistance and guidance during group work?
8. What do you suggest on the students' speaking class role implementation?

APPENDIX D

QUESTIONNAIRES FOR TEACHERS ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY SCHOOL OF HUMANITY AND LAW DEPARTMENT ENGLISH (GRAGUSTE STUDENTS PROGRAM)

INTERVIEW QUESTIONS WITH TEACHERS

1. Do you give Your students activities that are in the student's text book/or your own tasks like: problem solving, ordering, listing, etc. to practice speaking?
2. Do you think the student's English speaking skill can be improved through the speaking actives you give them in the classroom?
3. Do you encourage your students to work in groups/pairs to complete the speaking tasks you offer them?
4. Do you think that your students know their responsibilities as language learners very well? Specially, during group/pairs speaking activites? Do they like to be a group leader, secretary, summarizer or presenter of their census?
5. If 'NO', for question 4 above, are there any personal, interpersonal or task related factors that make them to be hesitant? If 'yes', can you tell me some? What have you done to help them?
6. Do you involve your students in some decision-willing to do that?
7. Do you think you give your enough assistance and guidance during making activities? If yes, are they group/pair work activity you give them for teaching speaking skills?
8. What do you suggest on the students' speaking class role implementation?

APPENDIX E

OBSERVATION CHECKLIST

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITY AND LAW
DEPARTMENT ENGLISH
(GRAGUSTE STUDENTS PROGRAM)

OBSERVATION CHECKLIST

Check whether the following behaviors or situation exist in the speaking classroom or not.

1. The type of speaking activities

- Is it information-gap task?
- Is it opinion-gap?
- Is it reasoning-gap?
 - . Is it listing?
 - . Is it ordering and sorting?
 - . Is it comparing?
 - . Is it problem solving?
 - . Is it sharing personal experience?
 - . Is it creative activities?

2. The type of learners' role/activity

- Are they playing active?
- Are passive role?

3. Factors negatively affect learners' role

➤ **Teachers' role**

- Does the teacher organize students in to groups/pairs?
- Is the activity controlled by teachers' role?
- Students are not involved in decision-making?
- The teacher does not play a guiding role?

➤ **Nature of the activity**

- Is the task complex and not understood easily?

➤ **The students**

- Inter-student communication/communication among student does not exist?
- Are students afraid to speak in English?

APPENDIX F(1)

SAMPLEOF LESSON (1)

Tl: Today we will discuss on, Myth'; Myth about HIV/AIDS. Do you know 'Myth'?

Ss: (Quiet)

Tl: Myth is an idea that many people believe but not true on page 103 there are 7 statements or Myths about HIV/AIDS. Read the myths and give your opinion. From whom shall I start?

Ss: (complete silence)

Tl: Desta; ok! Have you prepared?

Sl: Let me try.

Tl: Come to the front; the other members will sit there and listen. If you have additional idea/opinion you can give him.

S: (Went to the front) Good morning. Thank you T1 gave him a piece of chalk

My teacher my topic is about HIV/AIDS: 'A' means acquired, 'I' immune 'D' Deficiency and 'S' Syndromes. I also raise the cause of HIV/AIDS transmuted in different ways: the first one from child to mother, the second is with contaminated needles, how to control HIV/AIDS? The first is by 'ABC' method (writing) each letters on the board 'A' is abstinence, 'B' one to one people and 'C' using condom. If you have any question you can ask.

Tl: Ok!

S: Thank you

Tl: Let me ask you a question from the statements myth on that page "Most young people today are believed to have sex outside marry age and it is unrealistic to expect them to stop. "This is a type of myth. Do you think this is true? Or right? If you think this is right, why? If it is not, why? Your opinion

Ss: (Quite)

Tl: Am I not clear?

Ss: (Quiet)

Tl: Let's say, (the teacher repeated the statement) How do you think this. No idea. How do you think this? Another myth, it is a common belief that if you take a bath or shower after having sex, you will reduce the risk of HIV infection. Do you believe that you will be safe having a bath or shower after having sex?

Ss: (Complete silence)

Tl: (Went to a student and said, "Do you believe?")

S: Again

Tl: (Repeated the statement)

S: I don't believe

Tl: Am... Because, when wash again and again we are not to save our salve from HIV/AIDS.

Tl: Yah: (and Tl pointing to another students) How do you see? Do you think we save ourselves with taking shower?

S: (Quiet)

Tl: (Smiled, went to another student), yes?

S: I don't think so once the virus interred our body, taking a bath cannot rid off the virus from our blood stream.

Tl: Yes, (reported the student's response) it is the body that washed not the virus from the blood

stream, hum..... Another myth, “it is said that everyone who is HIV positive gets AIDS,” meaning being a carrier of the virus, would necessary results in what? Being AIDS patient, do you believe that? How many of you say “yes”? No one?

Ss: (Quiet)

Tl: Let me give you another myth, “it is communing believed that a pregnant woman who is HIV positive will pass the virus on to her unborn child.”

S: During breast feeding,

Tl: During breast feeding, “she said, Am I not clear? Am I not clear? She is pregnant ok?” The infant is in her wump, do you think she will pass the virus to the unborn child?

Ss: No

S: Because, until she born the child the HIV will not pass to the child.

Tl: So, it is after birth you mean.

S: Yes

Tl: In what way?

S: With blood contact. Especially when the birth is not in hospital. There, when there is blood contact, the HIV will pass to the child.

Tl: it is during delivery you mean

S: Yes

Tl: ok! Thank you very much let me tell you again another myth, “The HIV/AIDS situation in Africa is commonly believed to be hopeless and out of control. Do you think this myth or saying is true?

S: it is false.

Tl: What about the others? We are hearing only from two three students. What about the others? (Pointing to a student), is it not?

Ss: (Laugh)

Tl: we are talking about Africa in comparison to the other continents. So; do you think it is true?

Ss: False

Tl: Why false? Or how it could be false?

S: it can be controlled.

Tl: What is your reason for saying false?

S: For example, in some reigns of Africa it is could be controlled

Tl: in 10 years ago that HIV/AIDS to exist in Africa. Of course, the number compred to the others continent of in developing country is highly great andwhat do you say about AIDS in general?

S: AIDS is a deadly disease that has not got medicine yet.

Tl: Good

S: AIDS is a type of disease which transmits by blood contact or sharp materials

Tl: Yes, good.

S: AIDS is a type of disease that affects our white blood cells but we can control it by different means.

Tl: For example

S: For example, human.....by using condoms and one to one sexual intercourse

Tl: Very nice, ok!

S: HIV/AIDS has four stages

Tl: What are they?

S: Um.....Oracles and I forgot the others

Tl: Good In general AIDS transmits in different way but can be controlled. Thank you very much.

APPENDIX F(2)

SAMPLEOF LESSON (2)

T2: Good Afternoon Class.

Ss: Good Afternoon teacher

T2: Our today's speaking section is concerned with talking about an experience of illness you work in group of three or four. Each group member should tell their story to the others. Later one of your group member tell his/her experience to the class. (The teacher organized the students). Especially whose illness you are going to talk about.

- | | |
|--------------------------------|---------------------------------|
| 1) What illness was it? | 5) What happened? |
| 2) When it did happen? | 6) What did the family do? |
| 3) How did it begin? | 7) How long the illness lasted? |
| 4) What symptoms you observed? | |

Ss: (Started to talk in their groups)

T2: By the way what is illness?

S: Sickness, pain or discomfort.

T2: Yes, good, you are right now, discuss for five minutes.

Ss: continued discussion; with most of the discussion was in local languages; Afan Oromo and Amharic, high encouragement from the teacher, most of the group member write on pieces of peppers; most of the groups are dominated only by a student's talk.

T2: Ok Now, who is the first person to tell us his/her experience of illness. No frightening because you talk about what you know so.....

S: (Raised hand)

T2: Thank you very much. He is the first to present.

S: Thank you teacher.

T2: You are welcome.

S: (Started to present with fear)

T2: Good, Say it loudly. It is a nice presentation really.

S: I would like to tell you my neighbor's skinless. Once he became very sick and my father and other people of the village took him to hospital. He got treatment and recovered after a week. Thank you.

Ss: (Clapping and the teacher repeated the student's words)

T2: Thank you very much. Any other?

S: (Raised hand)

T2: Yes, thank you Robe, ok!

S: Thank you teacher.

T2: You are welcome.

Robe: I am going to talk the illness I experienced.

T2: from the symptom.

S: Ok. As the Doctor told me, my illness was typhoid and typhus. It happened when I learn at elementary school in grade 7, when I was 12 years old. It began at the morning of that day.

An.....and when I went to the school the disease started to show symptoms such as loose of appetite, sweetening, tiredness and other symptoms. After that time, my illness became serious and friends tell to one of my teacher that I was sick and my teacher gave me permission to go home. On that day my parents gave me traditional medicine such as 'Damakasie' and 'Tenadam'. After that my family took me to a Doctor and the doctor gave me.....medicine and I became better after 3 days and I haven't faced such a disease since then.

T2: Thank you very much.

Ss: (Clapping)

T2: He has really told us two points; ok one, when he became he used traditional medicine, though the traditional medicine rescue him.....Sometimes, traditional medicine has risks; we don't know the dosage, isn't it? We have to be careful when we take traditional medicine. Thank you very much.

Then, Motuma; the third person to present, ok?

Motuma: First of all, thank you very much.

T2: you are welcome.

Motuma: The illness I am going to talk is about my friend's.

T2: Ok.

Motuma: The disease was cough. It happened for 2 weeks. It showed symptoms such as defection of nose and bronchia have and cough and sneezing. After 2 days it showed such symptoms. He used traditional medicine such as white onion versus tea and he recovered after 3 day. The last I want to talk is, he never caught with the disease. Thank you.

T2: thank you very much

Ss: (Clapping)

T2: he told us many things that had happened to his friend. Hmm....Ok! Ok! Yes, you

S: Thank you for giving me the chance

T2: Well.....

S: I am going to talk about my brother's illness. It made him cough. It happened two days ago. I do not know how it caught him but the symptoms were cough stress, and so on.

The illness happened before two days but it becomes very serious after that. He told me that he was

even sick before that. He went to see a doctor, and the doctor offered him medicine and recovered. Now, he is better but I do not know what he will be affected with the disease in the future or not.

Ss: (Clapping and laughter)

T2: Do not afraid of the future because you have to think good things for his future. Thank you very much, another person. I need from the girls.

S: (Raised hand)

T2: Yes, thank you very much, Lense.

Lense: I like to say thank you very much to all of the class and my teacher.

After he saw me, became better after 3 days and I hope this disease will not catch me in the future.

T2: Thank you very much.

Ss: (Clapping)

T2:so, drinking polluted water causes what?

Ss: (Typhoid)

T: Yes typhoid, therefore we have to drink what type of water?

Ss: Pure water

T2: Yes, pure water. So do not do that. Another person to present.

S: (Raised hand)

T2: Yes, Ok, Debeli.

Debeli: I am going to talk about my illness that develops with malaria and happened last year and caught me from anopheles mosquito. And the sign of the disease are so much; loss of appetite, tiredness, shivering.... During that time, I was going to hospital with my parent. After that, the doctor advised me, “when you go back to your home clean your environment in order to avoid malaria.”

T2: Thank you very much.

Ss: (Clapping)

T2:So, we should clean our environment in order to avoid what? Malaria, ok? Dirty places are good places for the breeding of mosquitoes, ok! Is that not? The mosquitoes to carries what?

Carries.....

Ss: plasmodium.

T2: Thank you. Hmm.....Another person, any volunteer it's A very simple topic to say something. Any volunteer. If there is no one let's stop here thank you very much for your participation.

APPENDIX F(3)

SAMPLEOF LESSONE (3)

T3: Good morning students.

Ss: Good morning teacher.

T3: Today you talk about UN or (United Nation), so make a group of 4-6 and discuss the following questions.

- a) How is the UN structured? b) Where are the UN head quarters?
- c) Who are the members of the UN? And next; why was does the UN exist? And the next
- d) What sort of work does the UN do? And the last one is;
- e) Are there any other facts of information that you know about the Un?

The objective of this lesson is to give you chance to talk in English, so if you do not understand the answer for some of the questions, do not worry.

Ss: (started to discuss,) most groups were not discussing; some talks but in Afan Oromo; for some of the ground only one student explain the answers and write, too.

T3: At the end some groups will present their discussion to the class; ok! 'Head-quarter' means the main office of an organization. (The teach more in the class) please you have to speak in English.

T3: If you face any problem, you can ask me. I will give you 3 additional minutes. Try to finish your discussion in 3 minutes (mean while) let we stop. By the way, if I give chance to the entire group to present, that is good but for that our time is limited, I will give chances for 4 individuals from 4 groups first, if there are voluntaries? Or shall I assign?

Ss: Yes.

T3: Ok, Let me start from you, next from this group (pointing to groups) one from you and one from the corner, Ok come to the front and report your group's idea.

Ss: The headquarter of the UN is in Washing DC, The cause for the establishment was to mention peace and international security to develop friendly relationship among nations and to preserve human rights. The members of the United Nations are USA, Chine, Russia; Amazingly, Ethiopia is the member of UN. Thank you.

T3: Good. Please, clap your hands.

Ss: (Clapped)

T3: Ok, The second group. I think 2 or 3 minutes are enough for one group.

S: First, I introduce myself; I come from the 2nd group. The United Nation is one of the world's organizations organized by systems. And it was founded after the second world war with 51 member states. And one of the following members is Ethiopia and the head quarter of the United Nation is

found in USA in New York and most of the world countered is the member of the United Nations concerning Ethiopia. Some of the objectives of the UN are to maintain world's peace and securities, to promote social progress, to create better life standards for human, to maintain human right and to develop good relationship among the nations. Thank you.

T3: Ok, very good. The next one. The next group

S: First of all, thank you for assigning me to present about the United Nation. And I am very happy to talk about the United Nation... United Nation was established in 1945 and its quarter is in New York. It was established after the 2nd world war. Among the main participants of the founders... the main objectives are to maintain peace and security among the countries of the world. The other one is to... it was also the centers to settle conflicts among nation. It is an organization different from governments of countries because the power is not controlled in the hand of the president or parliaments. It has 51 members at the beginning and at this it has 192. Ok thank you.

Ss: (Clapper)

T3: Ok. Last group

S: I am happy to present some points about UN. It was establish at the end of the 2nd world war, as the other said. It was established as a result of the 2nd world war in order to avoid diseases. Now, around 192 countries are member of the United Nation out of which 5 have veto power to decide on important issues. It has different missions like avoiding global damage, deserving human right. Thank you.

Ss: (Clapping)

T3: thank you very much. To summarize what you did, the aim is to improve your speaking skills and just to develop your confidence to speak in front of audience and we are going to do many speaking activities in the future because our text invites us to speak more.

APPENDIX G

TRANSCRIPT OF INTERVIEW WITH STUDENTS

INTERVIEW QUESTIONS WITH STUDENTS

1. Does your English teacher give you tasks like: problem solving, ordering, listing, etc to practice speaking English?
2. Do you think your English speaking skill can be improved through the speaking actives given by your teacher in the classroom?
3. Does your English teacher encourage you to work in groups/pairs to complete the speaking tasks he/she offers you?
4. Do you like to be a group leader, secretary, summarizer or presenter of your discussion? In other words, do you have interest to play such roles?
5. If 'No' for No. 6 above, are there any personal, teacher-related or task related factors that make you to be hesitant? If 'yes,' can you tell me some? What do you think should be done by your teacher to help you?
6. Does your teacher encourage you to do the activities by yourself? If 'Yes', are you willing to do that?
7. Do you think that your English teacher gives you enough assistance and guidance during group work?
8. What do you suggest on roles of learners in speaking classes in promoting their speaking skills?

TRANSCRIPT OF INTERVIEW WITH STUDENTS (part 1)

Interviewer: thank you very much for your being her for the interview; you can give your response in English, Afan Oromo or Amharic.

Q1:-

S1: it is interest question. Regarding our teacher, it is very nice. He gives us some tasks to talk over even for a long period. But the problem is that the book is very vast and teachers want to complete it and passes some of the tasks in order to finish in a given time.

S2: As a chance we are in the some class and what he said is true. Even our aim is not to talk. As the exam approaches we intend to cover the content of the book and have interest if our teacher passes some speaking activities.

S3: Not different from them. As we don't have more time our teacher passes some of the speaking activities.

S4: As they said, we are preparing ourselves for the national exam next year. Therefore we have interest if our teacher focuses on the grammar part. And the teacher wants to cover the whole content of the text book.

S5: No we do not do all of the speaking activities in our text book.

Q2:-

S1: Yaha. Regarding myself, I prefer information to talk over. So, if such tasks are given in classes, I use it properly. So I think it will improve very well.

S2: Yes, I agree that it improves. There is a saying that says: practice speaking with such tasks we can speak like the native speakers.

S3: Yes, I think so, because talking about something is interesting.

S4: Certainly, I agree with the idea. The reason is when students perform such activities, they are free from fear.

S5: Yes, I think they improve students' speaking ability.

Q3:-

S1: Yes, without hesitation. However, in the last few days for the case of the exam we are jumping some speaking activities but whenever there is a task there is a student grouping.

S2: Yah. We have been grouped.

S3: Yah. I don't have different idea. Our teacher really have interest to participate us in speaking tasks, in group, but we do not have interest to participate attentively in such lessons because we are thinking about the grammar part for national exam.

S4: Yes, we usually organized in groups.

Q4:-

S1: I like to take any of the group responsibilities because as I said before. I like talking more through any of the task's responsibility given to me. By the way most of the other group member does not like it.

S2: Certainly, I like to be presenter usually. I like to speak even though I may make mistakes because human being is not perfect. But some students do not like to participate in such responsibilities.

S3: I have desire to take part in but I do it. I do not think the other also do it.

S4: I take any of the group responsibilities but I cannot say all the group members do this.

S5: I do not like to take any of the responsibilities. The others also do not like it.

Q5:-

S1: I think this is because of their back ground experience. They do not have such opportunities in lower grades.

S2: because they fear mistakes. They think that if they make mistakes the other laugh at them.

S3: They think as speaking in English difficult and do not participate in the activities.

S4: I want to mention two ideas one, they have no confidence to speak the language especially girls thinks that boys are better than them and reserved to take part in responsibilities. Secondly boys and girls also like to depend on grammar rather than speaking.

S5: I think that speaking is equally important as grammar. In my case I am too shy to face a class.

Q6:-

S1: Of course, he makes us talk to ourselves in groups and pairs.

S2: Yes most of the time is given to the students talk.

S3: No, I do not agree for the case of the large volume of the text book to be covered in academic year, most of the speaking tasks are controlled by the teacher.

S4: When I see high school in general, especially in grade 9, most of the time is given to student' talk when we compare to the preparatory classes.

S5: I have no idea on this.

Q7:-

S1: Comparing with the lower grades, I can say here teachers give clear directions for the task.

S2: I agree that the teacher gives us direction for the task.

S3: In my case I can say the teacher's instructions for the task are not clear.

S4: Most teachers, I observed, give clear direction for the task.

S5: Yes.

Q8:-

S1: They must speak in English without any Frightening.

S2: The students should practice to speak English.

S3: I agree with my friends' idea.

S4: Students must talk to their friend in the class and with their teachers, too.

S5: Teachers should encourage their students to speak in English everywhere. Students should speak in English without any fear.

TRANSCRIPT OF INTERVIEW WITH STUDENTS (Part 2)

Q1:-

S6: Not always, but the teacher gives us speaking activities like that you observed last time sometimes he passes the speaking activities given in the text book.

S7: Yes, he passes some speaking activities.

S8: Because of different inconveniences to the teacher, the teacher passes some to speaking activities. The reason is that the teacher wants to cover the book in the academic year.

S9: Not always; for that teacher want to cover the portion to given the grade level leave out speaking activities.

Q2:-

S6: Yes of course. If students refer the speaking rules out and practice speaking in the class through such tasks, they will improve their speaking ability.

S7: I think so because such activities gives opportunities to use the language orally

S8: Yes, but not only in the English classes. Speaking in English in all subject matters can improve student's oral skill.

S9: Yes because such activities will improve interaction among students.

Q3:-

S6: Yes, especially, in grade 11 our teacher organizes us in group or pairs but this was truer in grade 9 and 10.

S7: Not as such most of the time he tells us how to speak not allows us to speak by grouping us.

S8: No, mostly there is a grouping because he intends to complete the portion.

S9: Yes, sometimes there is grouping

Q4:-

S6: We have to see the majority of the students with this regard. The students do not want to take such groups roles yet there are some who do not.

S7: The majority fear to take any of the roles.

S8: The students lacks words to participate even though they have academic ability so, then do not want to play the roles.

S9: They do not want take group role responsibilities; they lack confidence.

Q5:-

S6: Because they/we had no experience at elementary levels. The other thing is the student frightens to speak in front of their teachers.

S7: I think the reason is lack of experience.

S8: The other thing that is not mentioned is most students are shy to speak in front of others.

S9: I think it they had experienced earlier; they can Olay all the roles at this grade level.

Q6:-

S6: Because of the reasons mentioned earlier and shortage of the class time, the teacher sometimes tell what the students do, however, he tries to summarize before students tries to complete their roles.

More over there are students in the class who come from private schools. Teachers focus to them only.

S7: Because of the huge number of students in the class they teach do not want to engage students in the activities. He uses most of the times for himself.

S8: In grade 9 and 10 the number of students in a class is less and the teacher gives more time to students but in grade 11 our teacher uses most of the times for himself.

S9: The teacher wants to use the time for himself because he feels that the students discussion will consume most of his time.

Q7:-

S6: Not always; but sometimes he tell us what to do and moves in the class to see whether we are doing correctly or not.

S7: I have no confusion when I do tasks the class because he gives us the activities.

S8: Most of the time the teacher us direction and also follow up the activities.

Q8:

S6: As to me students should give attention to English; as they give attention to other subjects like physics, math and other like we give less attention to English.

S7: Teachers should give emphasis to speaking skills.

S8: What I want to say is teaching speaking English should be given more emphasis starting from lower grades.

S9: I am surprised when KG learners express themselves in English. So what I suggest is it the other subjects might be given in English the students speaking skills can be improved.

APPENDIX H

TRANSCRIPT OF INTERVIEW WITH TEACHERS

Interview questions for teachers

1. Do you give your students tasks that are in the students' text book/or you own tasks like: problem solving, ordering, listing, etc. to practice speaking?
2. Do you think the students English speaking Skill can be improved through the speaking tasks/activities you give them in the classroom?
3. Do you encourage your students to work in groups/pairs to complete the speaking tasks you offer them?
4. Do you think that your students know their responsibilities as language learners very well? Specially/during group/pair speaking tasks? Do they like to be a group leader, secretary, summarizer or presenter of their census?
5. If 'No,' 6 above are there any personal or task related factors that make them to be hesitant? If 'Yes,' can you tell me some? What have you done to help them?
6. Do you involve your students in some decision making activities? If yes, are they willing to do that?
7. Do you think you give your students enough assistance and guidance during group/pair work tasks you give them for teaching speaking skills?
8. What do you suggest on roles of learners in speaking classes in promoting their speaking skills?

Q1:-

T1: Grade 11 new text book is very huge and it has a big volume, So, as to cover this portion I do not attempt all the speaking tasks given in the text any how I after most of them.

T2: Good question. Especially concerning speaking I am highly interested in the tasks. So, I after most of the speaking tasks to the students. I do not stop students even when the make mistakes in doing the tasks.

T3: in the present situation the time that we have the whole portion is very short. Students are not familiar to such speaking activities given in the new text book in lower grades. The students need teachers' presentation only. So they are not waiting to presentation only. So they are not wanted to practice in the speaking tasks. So I give them only some of the speaking tasks.

T4: When we see the new text book it is full of speaking activities. So I do not need any extra speaking activities of my own. So, I give them the speaking tasks.

Q2:-

T1: Yes, if the students follow the instruction and do the activities, I think their influence can be improved. However, the speaking activities are challenging not only for the students but also for the teacher. Some speaking activities are beyond the students' context.

T2: Exactly, without any doubt because it is visible that I see in my classes.

T3: As I mentioned before if the students give attention to speaking classes and are volunteer to participating tasks change their oral ability.

T4: Yes, if the practice speaking in the class through the tasks and try to use the language out of the classroom, tasks can improve students speaking ability.

Q3:-

T1: I really use group and pair works in the classroom and even individual work because all of them have their own advantages in helping the students.

T2: Yes, I organize students in group and pairs.

T3: Yaha, I use group of 3-4 on their desk. Of course, my use of group depends on the size of the class.

T4: I also use group and pairs, but the problem is not only class size. The chairs in classes are not movable. So usually I use the 3 students on a desk as group.

Q4:-

T1: What I come across is that some of the students know their responsibilities in the class but most students talk about bother issues during discussion, others prefer be quite.

T2: They do not want to play any of the roles expected. Of course, there are some students who know their roles and perform it.

T3: They know their class responsibilities but they do not actively do it. Who know their roles and perform it.

T4: They know what they have to do and I clarify their roles, too. But they are not voluntary to perform their duties.

Q5:-

T1: They do not complete their roles for that they do not understand the instructions. Some students purposely do not want to take roles. The third reason is they find the activities the new text book as very difficult to them most students think and the grammar part is important for them and keep quite during speaking tasks. Even they ask me to teach them that part only. The other thing is that most girls feel shyness and reserved from.

T2: one reason that they were brought up with the grammarian approach. Thus, they do not involve in such activities. The other problems are shyness, school environment and social problems.

T3: I think one is that they are new to the approach. Some have ability to talk but feel shy.

T4: One is shyness. The other thing is shortage of words. The other is expecting everything from their teachers.

Q6:-

T1: I exhaustively encourage the students to use the language. Most of the time I make the students correct their errors even without the interference other students. I believe that this is a nice way of teaching a language.

T2: Exactly, this is my approach. I leave all the decisions to be made by students in groups or individually. But I check thoroughly and give them feedback.

T3: most of the times correct errors by me but sometimes I do so.

T4: I do not correct every error because if I do so they may not do the activity next time for year of errors. However I correct some immediate errors.

Q7:-

T1: Yes, I guide them and follow up them carefully.

T2: Yes, I try. I try even if the instruction is not clear, I will pass the task.

T3: First of all I try to plan the activities before hand and guide them while completing the task.

T4: No doubt I do it.

Q8:-

T1: Teachers class roles. Should give awareness to students or their class roles. I try my best as much as possible, though not enough. Teachers should play their respective roles.

T2: Students to know the objectives of the text book and should do accordingly.

T3: Usually texts are very large in volume. Hence it's difficult to assess students ability intended to be achieved at the end of the year. So text books should not be large in volume.

T4: Elementary school Teachers do not involve their students in speaking tasks. So, such activities should be practiced at elementary school levels.
