

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW



**AN ANALYSIS OF GRADE NINE ENGLISH TEXTBOOK SPEAKING
TASKS**

By:

ASSEFA ZEMEDKUN

**AUGUST, 2018
ADAMA, ETHIOPIA**

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH**

**AN ANALYSIS OF GRADE NINE ENGLISH TEXTBOOK SPEAKING
TASKS**

ASSEFA ZEMEDKUN

ADVISOR

KASSAYE GUTEMA (Ph.D)

**A Thesis Submitted To Adama Science and Technology University in Partial Fulfillment
for the Requirement of the Award of Degree of Master of Art in Teaching English as
Foreign Language (TEFL)**

**AUGUST, 2018
ADAMA, ETHIOPIA**

DECLARATION

I hereby affirm that my research work entitled “An Analysis of Grade Nine English Textbook Speaking Tasks” A thesis Submitted for the partial Fulfillment of the Requirement for the Award of the Degree of Masters in Teaching English as a Foreign Language (TEFL) is my own original work and has not been submitted for any assessment, degree, diploma or award at ASTU or any other University/Institutions.

Assefa Zemedkun

Department of English

Signature_____

Date_____

Acknowledgements

First and for most, I would love to thank my Lord God for His priceless favors in my life. I would like to extend my deepest gratitude to my advisor Dr Kassaye Gutama for his supportive and constructive comments. I want to thank my friend Zerihun Ateu for being around and helping me to carry on through all my difficulties.

Table of Contents

Contents	Page
Acknowledgements.....	i
Table of Contents.....	ii
List of Tables	v
Acronyms.....	vii
<i>Abstract</i>	viii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3 Objectives of the Study	3
1.3.1 General Objective.....	3
1.3.2 Specific Objectives.....	3
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Scope of the Study.....	4
CHAPTER TWO: A REVIEW OF RELATED LITERATURE.....	6
2.1. Language Teaching	6
2.2 Speaking	7
2.3 Communicative Language Teaching (CLT)	8
2.4 Task.....	10
2.5 Communicative Task.....	12
2.6 Components of Communicative Tasks	13
2.7 Purposes of Communicative Activities.....	15

2.8 Nature of Speaking Tasks (Activities)	17
2.9 Role of Textbooks	20
CHAPTER THREE: METHODOLOGY	23
3.1 Research Design	23
3.2 Research Setting	23
3.3 Source of Data	23
3.4 Sampling and Sample Techniques	24
3.4.1 Sample Size	24
3.4.2 Sampling Technique	24
3.4.3 Selection of participants	25
3.5 Procedures of Data Collection	25
3.6 Data Gathering Instruments	25
3.6.1 Document (Textbook)	25
3.6.2 Questionnaire	26
3.6.3 Interview	26
3.6.4 Observation	26
3.7 Method of Data Analysis	27
3.8 Data organization and presentations	27
CHAPTER FOUR: DATA PRESENTATIONS AND ANALYSIS	28
4.1 General Description of the Textbook	28
4.2 Analysis of Speaking Activities in the light of Components of Communicative Tasks .	30
4.2.1 Goals	30
4.3 Inputs	36
4.3.1 Inputs and Speaking Activities	39

4.4 Roles.....	41
4.4.1 Roles and Tasks	44
4.5 Setting.....	47
4.6 Motivational Value of the Speaking Activities in the Textbook.....	49
4.7. Authenticity	52
4.8 Real world use of language	54
4.9 Purposefulness.....	56
4.10. Pair and Group Work	59
4.11 Stages of the Task	62
4.12 Results of the Students Questionnaire.....	64
4.13 Results of Teachers’ Interview.....	73
4.14 Results of Classroom Observation	78
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	81
5.1. Conclusions	81
5.2. Recommendations	82
Appendix.....	86

List of Tables

Table 4.1: The Distribution of Speaking (Skills) Activities in the Textbook.....	28
Table 4.2: Objectives of Speaking Activities in Grade 9 English for Ethiopia Students’ Textbook.....	31
Table 4. 3: pedagogy and real world rationale of the objectives	34
Table 4.4: Inputs of speaking tasks in grade 9 students’ English for Ethiopia textbook	37
Table 4.5: Roles of Teachers’ in the Speaking Lessons of Grade 9 English for Ethiopia Textbook.....	40
Table 4.6: Roles of Learners’ in the Speaking Lessons of Grade 9 English for Ethiopia Textbook.....	41
Table 4.7: Setting of Activities in Grade 9 Students’ English for Ethiopia Textbook Speaking Lesson	47
Table 4.8: Respondents’ perception on familiarity of the topics of speaking tasks in their textbook to them	65
Table 4.9: Respondents’ perception on the interesting and motivating of the speaking tasks in their textbook to them.....	65
Table 4.10: Respondents’ perception on their interest in doing the speaking activities in pair and group	66
Table 4.11: Respondents’ perception on the encouragement that the speaking tasks in their textbook have for them to do in pair and group.....	66
Table 4.12: Respondents’ perception on the speaking tasks in letting them us pictures, taps and audio video.....	67
Table 4.13: Respondents’ perception on the speaking tasks in their textbook in helping them to use English outside the classroom	68
Table 4.14: Respondents’ perception on the encouragement that the speaking tasks in their textbook have to individual work	68

Table 4.15: Respondents' perception on clearness of the objectives of the speaking tasks in their textbook to them	69
Table 4. 16 Respondents' perception on the interest and motivation that the objectives of the speaking tasks have to them.....	70
Table 4.17: Respondents' perception on the encouragement that the speaking tasks in their textbook have for the practice of speaking	70
Table 4.18: Respondents' perception on the possibility that the speaking tasks have to practice in the classroom	71
Table 4.19: Respondents' perception on the relation that the speaking tasks in their textbook have in their daily life	71
Table 4.20: Respondents' perception on the student centeredness of the speaking tasks in their textbook.....	72
Table 4.21: Respondents' perception on understanding of the pre, while and post stages of the speaking tasks in their textbook.....	72

Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

CLT: Communicative Language Teaching

TBLT: Task-Based Language Teaching

FL: Foreign Language

SL: Second Language

ELT: English Language Teaching

Abstract

The main objective of the study was to analyze the speaking tasks of grade nine English students' textbook that is currently in use with a major objective to looking into whether the tasks in the textbook are designed in light of current theories of communicative tasks. In order to achieve this objective, the textbook and the syllabus have been used as sources of data using Nunan's (1989) framework. The whole speaking activities were analyzed in terms of goals, inputs, activities, roles and setting. Besides, the tasks were analyzed to see whether they are motivating, authentic and purposeful, and to see whether they reflect real world use of language, promote pair and group work and lastly whether they include pre, while and post stages of tasks. Classroom observation was the other tool used to see how the tasks are being implemented. In addition to these, in order to see the attitude of students and teachers about the speaking tasks, interview and questionnaire were used in Arsi Negelle Kiltu Rae first cycle Secondary School. The findings show that the goals of the tasks meet students' need and interest. Contents which are used as inputs seem to be familiar to the students even though they lack authenticity. The tasks are also purposeful; they promote pair and group work activities. Students play more roles in the tasks compared to teachers. However the tasks do not fulfill stages of tasks. Based on the findings recommendation were made.

CHAPTER ONE: INTRODUCTION

This introductory chapter contains background of the study, statement of the problem, objectives of the study, research questions, significant of the study and scope of the study.

1.1 Background of the Study

In this competitive world where English is taking the leading status in everything, the importance of learning and mastering this particular language is unquestionable. As we can see practically in our daily life and as many scholars and researchers indicate, the modern world of media, mass communication and internet demand knowledge of English language.

One of the skills in English as a Foreign Language (EFL) classes is speaking. As a productive skill, it is one of the skills that teachers strive to improve. Besides, one of the main aims of language teaching is to enhance competence and one of the way in which communication takes places is speaking (Brown and Yule, 1989).

Spoken language production, learning to speak in the FL is often considered to be one of the most difficult aspects of language learning. As mastering of this particular English language skill is priority for FL learners, learners often evaluate their performance in language as well as the effectiveness of their English course on the basis of how much they feel they have improved their spoken language proficiency. Teachers and textbooks make use of variety of approaches ranging from direct approaches focusing on specific features of oral interaction to indirect approaches that create conditions for oral interaction through group work, pair work and other strategies (Richards, 1990 and Brown and Yule, 1989). According to Richards (1990), designing tasks for the development of speaking skill is an important element and communicative language teaching (CLT) is important in providing the whole- task practice, improve students' motivation, allow natural learning, etc. And most of task definitions suggest that tasks are concerned with communicative language use. In other words, tasks refer to under taking in which the learners comprehend procedure, produce and interact in which they are focused on meaning rather than term

Textbooks are one of the teaching learning elements of language. They have different contents, approaches and a target group to address and a goal to achieve. Regarding this idea Richards and Rodgers (2001) and Ur (1996) say textbooks have positive and vital roles to play in the day to day language teaching and their importance has become even greater and larger from time to time. They are also critical ingredients in learning the intended curriculum.

The major concern of the study is to analyze the speaking tasks which are found in English for Ethiopia grade 9 students textbook based on theories of communicative tasks using Nunan's (1989) frame work. The researcher is motivated on the speaking tasks and grade 9 because from his personal experience the students show lack of interest and motivation on the given tasks and Grade 10 students, who are usually busy preparing themselves for Ethiopian General Secondary Education Certificate Examination, may not be in a position to actively participate in this study. Owing to this fact, Grade 9 students have been considered for the purpose of this study.

1.2. Statement of the Problem

One of the main objectives of teaching English in Ethiopia is to help students' improve their communicative needs. Some scholars suggest that speaking can be developed by speaking, and they urge that students need to have the opportunities to use the language in and outside the classroom if they have to develop their speaking skills. Communicative tasks are very important for developing learners' SL and FL speaking skill. They provide a purpose and a desire to communicate. They also allow students to practice using all of language they know in situations that resemble real settings. In such activities, students are encouraged to work together to develop a plan, resolve a problem, or complete a task. Tasks are considered to provide full opportunities for both input and output requirement which are believed to be key processes in language learning (Richards and Rodgers, (1986). As Nunan (1989) pointed out, language learning tasks also give learners many opportunities to interact in the target language, allow them to incorporate authentic texts in to learning, and let learners activities or tasks to be included in language course needs to be prepared under careful preparation and ground work exploration. In other words, tasks need to address learners need, interest, and motivation etc. In order to make tasks more effective Willis, D and J. Willis, (1987) strongly assert that tasks,

particularly speaking tasks, need to engage learners' interest, focus on meaning, be goal oriented, and related to the real world activities.

Despite these views, some studies and experiences show that there are still some problems in how teaching speaking is approached in the Ethiopian context. Although reports from the ministry of Education inform us that the new curriculum tries to propose the revision of the former curriculum and brings the CLT in the teaching learning process, there are some practical indications that the communicative orientation is not totally being put in practice in many communicative teaching materials or course books. For example, as cited on Abdulfatih Hajji's (2011), the speaking tasks in many of the course materials being used in our language programs, particularly on higher level programs, seems to lack some qualities. In other words, teaching materials do not seem to help students meet basic requirements such as communicating in English in the course of learning, conducting discussions on a given theme and talking about daily topic with other students freely. According to Tiglu Gezu (2008), Ethiopian secondary school students have failed to communicate their ideas, opinions, and feelings in English either in classroom or in their daily life (outside the classroom). This study attempts to analyze the speaking tasks of grade 9 students' English Textbook to see whether they are designed in light of the current theories of communicative tasks or not.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to analyze the speaking tasks of English for Ethiopia grade 9 students' textbook and see if they are consistent with the theory of CLT.

1.3.2 Specific Objectives

The specific objectives of the study are:

1. To examine components and the nature of the speaking tasks as to whether they meet the criteria set for communicative tasks or not
2. To assess students' and teachers' role in the textbook, and

3. To investigate students' and teachers' attitude towards the speaking tasks.

1.4 Research Questions

The study will also try to give answer for the following questions.

1. To what extent do tasks meet the criteria set for communicative tasks?
2. What are the students and teachers' role in the textbook?
3. What are the attitudes of students' and teachers' towards the textbook?

1.5 Significance of the Study

In this study the speaking tasks of grade Nine English for Ethiopia students' textbook were analyzed to see whether they are designed in light with current theories of communicative tasks or not based on Nunan's (1989), criteria. Moreover, the information gained from this study could be of great help for the concerned bodies (curriculum designers, material writers, teachers, etc.) of the area will be able to see their current activities in light of some basic communicative task criteria and will make essential adjustments on designing tasks. In addition, as more research needs to be conducted especially in the area of communicative task in the context of speaking task, the results of this study could provide a useful base for further future research in this area and for teachers who are learning for their MA can also have a better understanding of the nature of communicative speaking tasks and will be able to see their performance and approach in light as a reference material for future researches.

1.6 Scope of the Study

The purpose of this study is to analyze the speaking tasks of English for Ethiopia grade 9 students' textbook and see if they are consistent with the theory of CLT. This will be done because speaking skill is a critical problem to many students. To achieve this aim, out of the two first-cycle government secondary school in Arsi Negelle town in 2008/2009 academic year, Kiltu Rea First-cycle Secondary School was randomly selected for the study. The participants of this study were Grade 9 students and English teachers from first- cycle secondary school so as

to assess their reaction towards the tasks in the textbook. The researcher is well aware that it would have been far better had the study involved greater number of students and more first-cycle Secondary School. But this had not been possible in this study due to constraints of time and resources

CHAPTER TWO: A REVIEW OF RELATED LITERATURE

2.1. Language Teaching

The main concern and objective of language teaching is to enable the students to develop their ability to use the language for a variety of communication purposes. Students should therefore, be taught the four major skills, namely listening, speaking, reading and writing. Specially teaching the speaking skill, which engages the learners to take part in the process of communication, is the crucial one. However for most of its history, language teaching has been concerned with the teaching of written language skills. This language is characterized by well-formed sentences, which are integrated in to highly structured paragraphs. Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciations. There is often a great deal of repetition and overlap among speakers. Besides, speakers frequently use nonspecific references. Moreover, most of the time in teaching of English language there is a problem of fulfilling its goals. Even after years English teaching, the learners do not gain the confidence for using the language in and outside the classroom. Their output in the language is limited to writing run of the mill answers for literature chapters and, producing grammatical accurate, but isolated sentences (Littlewood, 1981).

But according to Richards and Rodgers (1986), speech was considered as the basic of language of all the four skills. It is one of the most frequent means of interaction in the teaching and learning process moreover, it is suggested that people who know a certain language are referred to the “speaker” of that particular language. As teachers face some problem in motivating learners to speak in the target language, the activities in the classroom should aim to help students achieve some kind of communicative skill in the foreign language; real communicative situation have to be created. As Klippel (1994), indicates, real situation can create a real world context in the classroom and this will make students more motivated to take part in the language learning activities.

According to Richards (1990), in learning a Foreign Language (FL), speaking skill has a prominent place in language progress around the world today. For this reason, the mastery of speaking skill is priority for second or foreign language. Nunan (1991) also stated that learning

speaking skill is very challenging for students in FL because they have very few opportunities to use the target language outside the classroom.

Developing learners speaking skills is not an easy task for many English teachers. Particularly, for those who teach EFL. Some of the problems in developing oral skill are; lack of motivation and encouragement, lack of support, lack of facilities, use of inappropriate methodology, and sufficient time for learning and difficulties in finding authentic situations to motivate the students to communicate in the FL (Deport, 1997).

2.2 Speaking

Speaking is one of the four basic language skills, which is useful to discuss different purposes face to face. It is also productive skill because the speaker produces it orally and students master in the classroom. Besides, when it is understood in terms of usage, it is productive but it is uniquely associated with aural medium in terms of manifestation feature of knowledge by means of the vocal organs (Widdowson, 1978). According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking.

Spoken language production, or learning to speak in the foreign language is often considered to be one of the most difficult aspect of language learning for the teachers to help the student with. The practical problems are obvious. In written production, each writer writes without disturbing the rest of the class at his/her own speed; whereas, in the production of speech, each speaker speaks, in the meantime this speaker requires to listen in besides. When he/she speaks, he/she makes a noise which will disturb other students unless they are participating in the overall interaction with the actual speaker (Brown and Yule, 1989).

However compared to the teaching of other skills, speaking is more demanded on the role of the teachers than the effort other skills require (Brown and Yule 1989). In relation to this idea, Nunan (2003) said speaking is a very important part of second language learning because; the ability to communicate in a second language clearly and efficiently contributes to the success of

the learner in school and later in life. Other scholars add that it is essential that teachers pay great attention to teaching speaking rather than learning students to unpolished memorization.

Beside the fact that speaking is a skill, which deserves attention like other skills, both in first and second languages learners often need to be able to speak with confidence and carry out many of their basic transactions. They may make or lose their friends because of lack of speaking skill. It is the medium part excellence social solidarity, social ranking, of professional advancement and of business. It is also a medium through which much language is learned and which particularly conducive for learning, perhaps, then the teaching of speaking merits more thought (Bygate, 1987)

Students learn to speak by speaking (Rivers, 1981). However, the teaching of oral language skills was traditionally considered as the most difficult task; because in the past, written language was given more attention than speaking. Speaking a language is different for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

Whilst the speaking ability of students and making them use speech pattern of language they learn, and activities they are supposed to undertake must be selected carefully. Moreover, students should be encouraged to go under intensive oral exercises that are basically designed for communication purposes. Such activities according to Bygate, (1987) give students both confidence and motivation for oral practice.

What should a course in spoken English production prepare a student to do? The intention is, often, that the student should be able to express himself/herself in the target language; to attain basic interactive skills like exchanging greetings and thanks and apologies, etc. and to express his/her 'need' request information, service etc, (Brown and Yule, 1989). And to let learners master this kind of skills, a real world use of language should be incorporated in the classroom as much as possible. In doing so, communicative language teaching plays a crucial role.

2.3 Communicative Language Teaching (CLT)

Educators such as Galloway (1993), Savignon (1991) and Richards and Rodgers (1986) state that the origins of communicative language teaching are many, in so far as one teaching

methodology tends to influence the next, Galloway says that the communicative approach could be said to be the product of educators and linguists who have grown dissatisfied with the audio-lingual and grammar translation methods of foreign language instruction. Richards and Rodgers (1986) on the other hand claim that the origins of communicative language teaching (CLT) are to be found in the change of situational language teaching approach, which influenced the British language teaching tradition till the late 1960s. Meanwhile, Savignon (1991) asserts that the emergence of CLT can be traced to concurrent developments on both sides of the Atlantic, i.e, in Europe and the United State

According to Theodore S. and Richard (2001), one of the characteristics of communicative language teaching is that it pays systematic attention to functional as well as structural aspect of language. And some of the characteristics of communicative view of language are:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are namely its grammatical and structured features, but categories of functional and communicative meaning exemplified in discourse.

A basic principle underlying all communicative approaches as Widdowson (1978), noted is that learners must learn not only to make grammatically correct propositional statements about the experiential world, but must also develop the ability to use language to get things done.

Communicative language teaching is best considered as an approach rather than a method (Richards and Rodger, 1986). Briefly, they define an approach as a set of theories about the nature of language and of language learning. It is axiomatic, as it takes a number of assumptions as a starting point. A method, on the other hand, is the level at which theory is put in to practice and at which choices are made about the particular skill to be taught, the content to be taught, and the order in which the content will be presented. It refers to a set of principle that reflects a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. These principles include:

- ✓ Learners learn a language through using it to communicate.
- ✓ Automatic and meaningful communication should be the goal of classroom activities.
- ✓ Fluency is an important dimension of communication.
- ✓ Communication involves the integration of different language skills.
- ✓ Learning is a process of creative construction and involves trial and error (Theodor S. and Richards, 2001: 98)

The strong version of communicative language according to Howatt (1984) is, it sees language ability as being developed through activities which actually stimulate target performance. In other words, class time should be spent not on language drill or controlled practice leading towards communicative language, but in activities which require learners to do in class what they will have to do outside. So that there are a number of issues that makes communicative approach different from the traditional one.

2.4 Task

Task is ‘any’ structured language learning endeavor which has a particular objective, appropriate content, a specific working procedure, and a range of outcomes for those who undertake the task. ‘Task ’ is therefore, assumed to refer to a range of work plan which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or stimulation and decision making (Breen,1987)

Willis (1998) also defines task as an activity in which the target language is used for a communicative purpose in order to achieve an outcome. More to the point Candlin (1987) asserts that tasks are a set of differentiated, sequence able, problem posing activities involving learners’ cognitive and communicative procedures applied the existing new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social setting. The use of tasks in language teaching and learning is appropriate where participants are encouraged to value their own experience, beliefs, opinions and knowledge.

Some scholars present the use of tasks regarding teaching spoken language. According to Nunan (1989), language teaching tasks give learners many opportunities to interact in the target

language, allows learners to incorporate authentic texts into learning, and lets learners use their own insight. In addition, the activities on tasks to be included in language courses need to be prepared under rigorous planning and preliminary investigation.

Through tasks, we can engage learners in the kinds of cognitive process that arise in communication outside the classroom. These processing, noticing, negotiating meaning, lexicalized and rule based production, production, private speech, and negotiating form involve the learner in attention to meaning and form in the context of using the L2 to achieve a communicative purpose (Ellis,2003).

i. Rationale in Designing Tasks

There are two basic reasons to use tasks in a language classroom. The first reason is psycholinguistic reason. According to Skehan (1998), this reason mainly focuses on the cognitive processes or mental computation of learners' activity and the main role of language tasks are making learners to go through some kind of mental processing and language use. Learning is seen as a process that requires opportunities for learners to participate in the process of communication but mostly focuses on the form rather than communication. The primary focus here is to make learners motivated to attend to form to notice new linguistic features instead of providing an opportunity for making meaning.

However, according to Ellis (2003), the essential requirement necessary for language acquisition to take place the learners' participation in a natural communication to situate where meaning is primary a focus. So, psycholinguistic rationale has a pedagogic nature.

On the other hand, in socio-cultural reasons of language learning students are not more programmed respondents to a given task. However, they are given a chance to respond to a task in such a way that they make their sense of it. So, they have a real world nature and expose learners to the use of real world language than simply focus on the form of language.

ii. **Task Based Approach**

Task based approach is not as strict on details as the traditional test of grammar and vocabulary. Rather it provides, in the form of a specific task, a general requirement that the speaker performs the task, using spoken English, however it does not demand that he/she uses any specific grammatical structures or any specific vocabulary items in his/her performance. Those structures and words he /she does choose to use, however, must be adequate for the performance of the task (Brown and Yule, 1989).

There are two types of tasks in TBLT. One is communicative tasks and the other is learning tasks or enabling tasks. The later one of task type mainly focuses on language form (grammar, vocabulary, pronunciation, sentence structure). (Estaire and Zanon, 1994).

2.5 Communicative Task

According to Estaire and Zanon (1994) a communicative task is a piece of classroom work which, as far as possible, resembles activities which our student or other person carry out in everyday life. Communicative tasks are very important for developing learners F1/L2 speaking skills. They provide a purpose and a desire to communicate. Communicative output activities allow students to use all of the language they know in situations that resemble real settings. In these activities students must work together to develop a plan, resolve a problem or complete a task. Tasks are considered to provide full opportunities for both input and output requirements which are believed to be key processes in language learning (Richards and Rodgers, 1986).

According to Nunan (1989), communicative tasks are characterized by two key features. Firstly, Communicative tasks should focus on authentic target language through which students are required to use real language, in classes where CLT is applied, students' attention is not on the code of the language, but on the meaning. If 'real' language is not used systematically, the ability in dwelling on code of student will be reduced, as a result, the linguistic ability will become worse. Therefore, students will be unable to use the language. In the most natural way, this is reflected as one learning goal in CLT. The second feature of communicative task is experiential property. In contrast, with analytic factor, experiential feature is global and non-analytic which learners are involved to use language for a purpose that is to focus on the

message rather than specific aspect of the code through experiential strategy, students, who become involved in language use, are promoted to become language users.

2.6 Components of Communicative Tasks

Nunan (1989) suggested that the communicative tasks will contain communicative components. They are: goals, input, activities, setting and roles.

Goals

Goals means the general intentions behind any given communicative tasks and learning tasks. They may be related to general outcomes (communicative, effective or cognitive) or may directly describe teachers or learners behavior. A communicative activity without goals will not be a real task. Therefore, goals are the necessary elements of communicative tasks they play a very important role in the whole process of communicative activities. Beside, task and task goals enable the program planner and material writer to provide explicit links between the task and the broader curriculum. Without clearly articulated sets of goals statements, there is a risk that task based teaching programs will lack coherence (Widdowson, 1987, and Nunan, 1989).

Input

Input is used to refer to the language that is addressed to the foreign language learner either by a native speaker or by another foreign language learner. Input also is a term used to mean the language that students hear or read. There should be some new information that learners have not known. The input should be, in other words, data slightly higher level than the student is capable of using, but as a level that he/she is capable of understanding (Ellis, 1999). According to (Krashen,1985) textbooks are concerned with teaching and learning of the language itself, in some or all of its aspect they should have correct, recent and standard English as well. The language input in instructional materials must be comprehensive and it should match to the abilities of the students. Comprehensible input in the target language is both necessary and sufficient.

More to the point, Cunningsworth (1995) stated that, teaching materials can be enriched through authentic inputs. He claimed that textbooks can promote autonomy and self-reliance by incorporating authentic materials, creating realistic situations and encouraging learners to participate in activities which develop communicative skills.

Activities

Activities refer to what participants do with the input, which forms the points of departure for the learning tasks. Nunan (1999), proposes three general ways of characterizing activities 1, rehearsal for the real world (authenticity) 2, skills use 3, fluency and accuracy of all the four skills (listening, speaking, reading, and writing). In his characterization, speaking seems the most important activity; people who know a language are referred to as “speaker” of the language.

There are three principal types of activities according to Prabhu,(1987) and those are:

1. Information Gap Activity

This activity involves a transfer of given information from one person to another. One example is pair work in which each member of the pair has a part of total information and attempts to convey it verbally to the other.

2. Reasoning Gap Activity

This activity involves deriving some new information from given information through process of inference, deduction, practical reasoning, or perception of relationship or patterns.

3. Opinion Gap Activity

This activity on the other hand involves identifying a personal preference, feeling or attitude in response to a given situation an example would be story completion.

2.7 Purposes of Communicative Activities

According to Nunan (1989) the following lists are some of the contributions that communicative activities can make to language learning.

a) They provide whole-task practice

In considering how people learn to carry out various kinds of skill performance, it is often useful to distinguish between (a) training in the part skills of which the performance is composed and (b) practice in the total skill, sometimes called ‘whole-task’ practice. Learning to swim, for example, usually involves not only separate practice of individual movements (part-skills), but also actual attempts to swim short distances (whole-task practice). In foreign language learning, our means for providing learners with-whole task practice in the classroom is through various kinds of communicative activity, structured in order to suit the learners’ level of ability.

b) They Improve Motivation

The learners’ ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and helps them to achieve it with increasing success.

Also most learners’ prior conception of language is as a means of communication rather than as a structural system. Their learning is more likely to make sense to them if it can build on this conception rather than contradict it.

c) They Allow Natural Learning

Language learning takes place inside the learner and as teachers, knows to their frequent frustration, many aspects of it are beyond their pedagogical control. It is likely, in fact, that many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication. If this is so; communicative activity is an important part of the total learning process.

d) They Can Create a Context which Supports Learning

Communicative activities provide opportunities for positive personal relationships to develop among learners and between learners and teachers. These relationships can help to ‘humanize’ the classroom and to create an environment that supports the individual in his/her efforts to learn.

Roles

The emphasis in communicative language teaching is on the processes of communication, rather than mastery of language forms, which leads learners to different roles. Breen and Candlin (1987) describe the learners’ role within CLT in the following terms:

The role of learners as negotiating-between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learners is that he/she should contribute as much as he/she gains, and there by learn in an interdependent way.

On the other hand, according to Littlewood (1981), teachers have also their own roles to take in the part.

- ✓ *As classroom manager, the teacher is responsible for grouping activities into ‘lessons’ and for ensuring that these are satisfactorily organized at the practical level. This includes deciding on his role within each activity.*
- ✓ *In many activities, the teacher may perform the familiar role of language instructor: he will present new language, exercise direct control over the learners’ performance, evaluate and correct it, and so on.*
- ✓ *The teacher will also sometimes wish to participate in an activity as ‘co-communicator’ with the learners. In this role, he/she can stimulate and present new language, without taking the main initiative for learning away from the learners themselves. (Littlewood, 1981: 122)*

Setting

According to Nunan (1989), setting refers to the classroom management specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. It also implies the instructional setting where pedagogical conditions are treated. He distinguishes between two aspects of the learning situation.

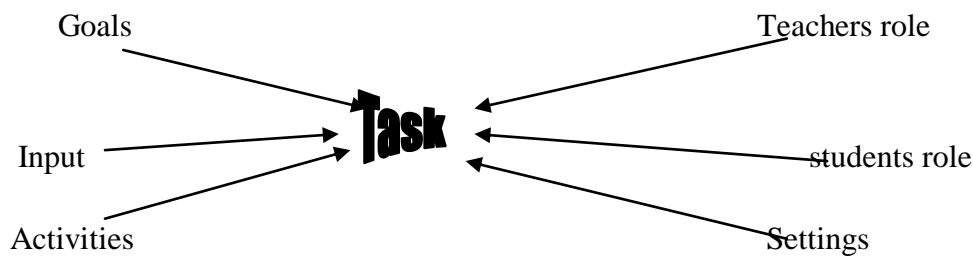


Figure 2.1: A framework for Analyzing Communicative Tasks. (Source: Nunan, 1989)

2.8 Nature of Speaking Tasks (Activities)

According to Nunan (1989), “activities” specify what learners will actually do with the input which forms the point of departure for the learning task. Due to this, balanced communicative activities play an important role in language to improve communicative skills of the learner in the classroom. According to him, a good task can be realized if it comes up with the following requirements.

a) The Task has to be Motivating

Motivation on its own is rather difficult to define. It is easier and more useful to think in terms of the “motivated learner” one who is willing or even eager to invest efforts in learning activities.

According to Littlewood (1981), motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and if that goal is sufficiently attractive, we will be strongly motivated to do whatever to reach that goal. In relation to this Harmer (1991), asserts that the development of communicative skills can only take place if learners have motivation and opportunity to express their own identify and tolerate with the

people around them. Moreover, the point, Willis (1996), elaborates motivation as an essential contribution for effective language learning. It is the key to success in language learning, such success and satisfaction are key factors in sustaining motivation. If students get good results they will be more willing to continue participating in class and use the language outside the classroom.

b) The Task Must Elicit Real Communication

Of all the language skills (listening, speaking, reading and writing) speaking seems initiatively the most important: people who know a language are referred to as speakers of that language (Ur, 1996).

Classroom tasks that develop learners' ability to express themselves orally, are important component of a language course. According to some scholar, the following characteristics must be presented in successful speaking tasks: a lot of learners talk, participate, high motivation and an acceptable level tasks are difficult to design and administer. Some of the problems that teachers might encounter are inhibition, nothing to say, low or uneven participation and use L1 in a second and foreign language classroom. On the other hand, language is a combined skill where everything depends on everything else. It is true that one skill cannot be performed without another (Harmer, 1991).

c) Tasks Must be a Purpose that Goes Beyond a Classroom Exercise

If a task is to be genuinely communicative and promote language use, the students should have a desire to communicate. Besides, they should have a purpose for using the language, and this purpose should be the most important part of communication. Therefore, the students' attention should be centered on content i.e. on what is being said or written and not on the language form that is being used (Harmer, 1991).

On the other hand, tasks, which aim at promoting awareness of language form, making students aware of particular language features, and encouraging them to think about them. These tasks are likely to be more beneficial in the long run than form focused activities, which are aimed at automating production of a single item (Willis, 1996).

d) Tasks should preferably be fair for Pair/ Group- work

If language is viewed as an interactive tool, then it should be taught interactively. Speaking is an active process rarely carried out in isolation, so it is a natural frame work for interaction; i.e. talking to somebody as in real life (Seligson, 1997)

For some years, methodology has recommended the use of group work in FL (Foreign Language) SL (Second Language) classrooms. They claim that carefully structured interaction between students contributes to FL/SL acquisition. Pedagogical arguments have been used to support this claim i.e. group work increases the quantity and quality of students talk, individualizes instruction, promotes the acquisition of language skills create a positive affective climate in the classroom and increase student motivation (Nunan, 1989).

e) Text in Tasks should be Authentic

Authentic texts are those that have communication and not specially designed for language teaching purposes. Authentic texts provide students with practice on listening to and reading genuine language drawn from a variety of source. Example of authentic text materials include texts, video, tapes, audio recordings, TV and radio broadcasts, conversations, interviews announcements, field trips. Bygate (1987), also recommend using pictures for communicative purposes in the design of spoken course materials.

Moreover, community resources, student's knowledge, web resources and visual aids (poster, maps, bulletin boards, etc) selected mostly from those produced for native speakers will help the students cope successfully with genuine communication outside the classroom (Nunan, 1999).

As to the advantages of authentic materials Richards and Rodgers (2001) claimed that:

firstly, they have positive effect on learners' motivation: secondly, they provide exposure to real language: thirdly, they support a more creative approach to language teaching and lastly, they provide authentic culture information about the target culture. It is clear that they are very important in motivating students by exposing to real use of language and help them in

developing their creative skill and moreover by providing cultural information about the target culture. However, lack of authentic materials decrease students interest and affect their engagement in doing different kinds of activities. Students need to be provided opportunities which involve them in real communication and genuine language use drawn from variety of sources.

f) The Task must include a pre-Task a while-Task and post- Task

The organization of an activity and the instructions the teacher gives are of vital importance for the students to perform the task satisfactorily. In addition, activity can be divided into the following parts: a lead in where the teacher introduces the topic; instruction, where she/he shows the students exactly what to do and demonstrate an activity, initiate the students perform the task, and finally she/he organizes feedback (Harmer, 1991).

Task Based Language Teaching (**TBLT**) also supports task promotes constant learning and improvement, and it should be seen as one component of a large framework. This framework consists of three phases; pre-task, task cycle and language focus.

2.9 Role of Textbooks

Textbook is defined as a book that treats a subject comprehensively and is used by students and teachers as basis for study. Although it is difficult to make accurate generalization about textbook, language practitioner have come up with their own definitions. For instance, Matos, (2000) defines textbooks as materials used for instructional purpose, especially in schools and colleges. Ur (1996), used the term course book to refer a textbook of which the teacher and usually each student has a copy, and which is in principle to be followed systematically as the basis or a language course. The most common definition is that of Tomlinson (1998). According to him,

A textbook which provides the core materials for a course, aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learner necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

Textbooks are one of the teaching learning elements of language. Besides, different textbooks have different contents and approaches; they have also their own target group to address and a goal to achieve. According to Richards and Rodgers (2001) and Ur (1996), textbooks have positive and vital roles to play in the day- today language teaching and their importance is increasing from time to time. They are also critical ingredients in learning the intended curriculum. They are a media through which teachers and pupils communicate each other in an effort to forward the teaching and learning process. The principal advantages of textbook in EFL/SEL classroom as forwarded by Ur (1996) are;

1. They provide structure and syllabus for a program;
2. They help standardize instructions;
3. They provide a variety of learning resource;
4. They can provide effective language models and input and provide readymade texts and tasks;

Moreover, textbooks can be used as guidance for teachers who are inexperienced or occasionally unsure of their knowledge of the language and as a medium of initial teacher training (Cunningworth, 1995).

Textbooks have several additional roles in the ELT curriculum. Besides, they are an effective resource for self-directed learning, an effective resource for presentation material source of idea and activities. It can also be used as a reference source for syllabus where it reflects predetermined learning objectives and support for less experienced teachers who have yet to gain a confidence (Cunningworth, 1995). Generally, the textbook is also most universal of EFL material. Millions of copies as Hutchinson and Torres (1994), noted, textbooks are sold every day, and numerous aid projects have been established to produce them in various countries because no teaching situation is complete a relevant textbook.

However, according to Shelden (1988), textbooks do not only represent the visible components of any ELT program but also offer considerable advantages for both the students and teachers in the ESL/EFL classroom. Different scholars discuss different kinds of views

regarding evaluation of textbook. However most of the researcher did not concentrate on the specific evaluation tasks. For example, Rivers (1981) presented a set of criteria for textbook evaluation which is based on seven major areas: appropriateness for local situation, appropriateness for teachers and students' language, linguistic coverage and organization, types of activities, practical consideration and enjoyment of index. On the other hand, Cunningsworth (1984) tried to relate the teaching materials to aims and objectives and to be aware of what language is for; and he also advices teachers to keep their students learning needs in mind; and to consider relationships between the language the learning process and learner. But, Nunan, (1989) presented a set of specific checklists which can be used to evaluate language tasks. Using these checklists the researcher analyze both the design and nature of all the speaking tasks which are found in “ English students textbook for grade nine” besides, these analyzing checklists are attached in the index section for reference.

CHAPTER THREE: METHODOLOGY

This chapter contained the research design, the research setting, the sources of data, sampling, data gathering instruments, method of data analysis, data organization and data presentation procedures.

3.1 Research Design

The main objective of the study is to analyze the speaking tasks of grade nine English for Ethiopia students' textbook, which is currently in use. The study aimed at to analyze to see whether the tasks (activities) in the textbook are designed in light of current communicative theories. In order to achieve this objective, a descriptive design is used. Both qualitative and quantitative research approaches have been adapted. The problem under investigation has more of a qualitative aspect, i.e. analysis of the tasks was done mostly in words based on some communicative components of tasks. The qualitative approach was used to corroborate the quantitative information i.e. to express some data in terms of number for interpretation. In analyzing the activities in the textbook, it was necessary to group them based on components of communicative tasks as well as on their particular characteristics based on Nunan's (1989) framework. In addition all of speaking activities from the textbook have been analyzed and described in words.

3.2 Research Setting

The study was conducted at Kiltu Rea First-cycle Secondary School, which is found in Oromia region, West Arsi Zone, Arsi Negelle administration town, on the main road to Shashemene. The school was chosen randomly and fortunately it is the work place for the researcher.

3.3 Source of Data

Data for the study were collected from the currently in use grade nine English for Ethiopia Textbook and the syllabus (which is included in the teachers' guide) of speaking activities. The textbook was selected because it is the one in use currently. It has been in use since 2004

E.C. The speaking tasks are the main target of the study. Though the researcher had not taught in this grade level and didn't know the former English for Ethiopia grade nine textbook, the researcher was motivated to see if the tasks in the new textbook are designed in a way that they help in promoting students' communicative skill. Moreover, in order to assess students' reaction and attitude towards the speaking tasks in the textbook, a questionnaire was used. An interview for teachers and four period classroom observations in Arsi Negelle Kiltu Rea First-cycler Secondary governmental school were also conducted.

3.4 Sampling and Sample Techniques

This section provides a clear data about the population from which the samples were selected. In addition to this, it also provides details on the techniques that were employed in order to select the representative sample of the study.

3.4.1 Sample Size

The sources of data were 3 English teachers and 96 students from Kiltu Rea First-cycle Secondary School who were teaching and learning in the academic year 2016/2017. To be specific, teachers that were selected are all Grade nine teachers. Fortunately, there were six sections of Grade nine and these three teachers were teaching two sections each. Concerning the students, a sample of 18.5 percent was selected out of 522 students from six sections (9A, 9B, 9C, 9D, 9E & 9F).

3.4.2 Sampling Technique

Nunan (1992:27) indicated that if the number of population size is more than 100, the sample can be set between 10%--25%. According to him it is enough so as to get sufficient information from the respondents. Therefore, based on the view of the scholar, the researcher selected 96 or 18.5% sample students out of 522 from six sections using systematic sampling method based on their attendance.

3.4.3 Selection of participants

3.4.3.1 Selection of Students

The population of the students in the selected grade were 522 from Kiltu Rea First-cycle Secondary School at Arsi Negelle Administration town, in West Arsi Zone, Oromia region in 2016/17 academic year. From those 522 students, 18.5% of the population was selected for questionnaire using systematic random sampling. Therefore, the participants were 96 students from the population.

3.4.3.2 Selection of Teachers

EFL teachers who teach in Kiltu Rea First-cycle Secondary School were used as the participants of the study by the researcher. The school had six EFL teachers. From those teachers, three of them were selected who were teaching in selected grade level (grade 9). The teachers were selected for interview using the whole sampling.

3.5 Procedures of Data Collection

The data gathering procedure in this particular research involved analyzing of speaking tasks, questionnaire, interview and observation. These methods should be conducted in Kiltu Rea First-cycle Secondary School, West Arsi Zone, Oromia region. All grade 9 students were observed during speaking lesson. The researcher observed four times using observation check list for the purpose of the study. From the total of EFL teachers the selected three were considered for interview. The researcher elaborated and discussed the objectives, nature, procedures of the study with the selected stakeholders such as principals, English teachers and participants of the study.

3.6 Data Gathering Instruments

3.6.1 Document (Textbook)

The major instrument was used in the study was a context /textbook analysis. The speaking tasks in all the units were examined (analyzed) based on the current theories of communicative

tasks, i.e. (input activities, goals, roles, setting, activities) using Nunan's (1989) frame work. These elements (check list) were used to analyze the nature of the speaking activities. The use of checklist has many advantages: it is systematic; moreover, it ensures that all elements that seemed to be important are considered. On the other hand, it is cost effective, i.e. it permits a good deal of information to be recorded in a relatively short space of time. The information was recorded in a convenient format so that easy comparison between sets of materials can be done. The format is explicit and it provides categories that are well understood by all involved in the evaluation. This offers a common framework for decision making. The textbook analysis has been done based on Nunan's (1989) communicative tasks criteria. It was slightly adapted so that it can focus only on the speaking tasks. As pointed out above, questionnaires and interview were made to see the reaction of students and teachers towards the speaking tasks and the classroom observation was made to see how the speaking tasks in the textbook are implemented in the classroom. They were all set by in consistent with the criteria.

3.6.2 Questionnaire

Students' questionnaire was designed to include closed ended questions containing rating scale: agree, strongly agree, undecided, disagree and strongly disagree. The questions mainly focus on the speaking tasks in the textbook.

3.6.3 Interview

The three grade nine EFL teachers, whose students have filled the questionnaire, were interviewed about their attitude towards the speaking tasks given in the textbook. Thus, seven interview questions have been asked focusing on the design of speaking tasks of grade nine textbook.

3.6.4 Observation

Classroom observations were another important tool that was used to gather data in the classroom. Four observations sections were made. The six sections (9A, 9B, 9C, 9D, 9E & 9F) have been observed once a week each. To elaborate it, the six grade nine students have been accompanied by three English teachers who have the same qualification and close experience.

For this reason, the researcher observed each class once a week, on the same speaking activities as scheduled in the textbook. The main parts focused on questionnaire were also observed in the classroom based on the check list that was prepared.

3.7 Method of Data Analysis

As it was stated in 3.6.1, the researcher used Nunan's (1989) framework to analyze the speaking tasks in order to find out whether they are prepared based on the current theories of communicative tasks or not. All speaking activities in the textbook were analyzed. The introduction part, revisions and assessments excluded in the study. After gathering the data from the textbook, they were categorized and analyzed in terms of the criteria using 5 check lists that were prepared for this purpose. Interpretations were made and on the bases of these, conclusions were drawn and recommendation was given.

3.8 Data organization and presentations

In the first part of the analysis, there is a general description of the textbook and the data in the study are organized and presented in five main categories. The first category is an analysis of the speaking tasks in the given textbook based on the component of communicative activities such as goals, input, roles, activities and settings. The second category is concerned with the analysis of the speaking activities based on criteria's of communicative activities. In the third part the attitude of students towards the speaking tasks is presented. The forth part includes the interview with the teachers' attitude towards the speaking tasks in the textbook. The last one is on how the speaking tasks in the textbook are being implemented through classroom observation, and it was done by using an observation check list.

CHAPTER FOUR: DATA PRESENTATIONS AND ANALYSIS

As it is stated earlier in chapter one, the main purpose of this study is to analyze the speaking tasks of English for Ethiopia grade nine students' textbook and see if they are in consistent with the theory of CLT (Appendix A and B). This section contains an analysis of speaking tasks in the textbook. Additionally, data gathered through questionnaire was analyzed and interpreted both qualitatively and quantitatively, interview and classroom observation were analyzed and presented qualitatively. These data procedures, presentation, and explanation are integrated in harmony along with the key points accordingly.

4.1 General Description of the Textbook

The Grade nine students' English for Ethiopia textbook is new. It was published in 2011 and it has been used since 2012 G.C. The author is Donna Bailey and it is prepared by the Federal Democratic Republic of Ethiopia, Ministry of Education. The textbook is printed in Malaysia and of colorful prints unlike the former one. There are also bundle of pictures used in the textbook; moreover, it has a teacher's guide with grade nine English Syllabus.

Table 4.1: The Distribution of Speaking (Skills) Activities in the Textbook

	Unit	Speaking activities in each unit
1.	Learning to learn	3
2.	Place to visit	7
3.	Hobbies and crafts	4
4.	Food for health	4
5.	HIV and AIDS	4
6.	Media, TV and radio	5
7.	Cities of the future	4
8.	Money and finance	5
9.	People and traditional culture	7
10.	Newspapers and magazines	5
11.	Endangered animals	3
12.	Stigma and discrimination	5
		55 speaking Activities

As it is clearly indicated in the table, the textbook consists of twelve units based on different kinds of topics; each unit is divided in two parts (Part A and Part B). Each unit covers 11 periods which in fact is distributed to all the four skills in the unit, however, it is not clearly stated how many periods allotted for each skill. The textbook also consists of four revision parts assessments. Additionally, every unit is based on a topic and consists of several sections that cover a broad range of language. There are 8 lessons (excluding the introduction) in every unit corresponding both macro and micro skills i.e. reading, listening, language focus (grammar), increase your word power (vocabulary), speaking, writing, study skills and fun with words. The textbook has a teacher guide with a grade 9 syllabus.

The Speaking Tasks Included in the Textbook

As it was stated above, there are 12 units in the textbook and they all deal with different issues. The first unit is about learning to learn and all lessons revolve about the main topic with different approach. In this unit, there are three speaking activities a pronunciation practice, class survey (interview), and the school advice. Unit two deals with issues of different places to visit in Ethiopia; there are seven speaking tasks in this unit and these are: describing places, survey (about holidays that attracts them most), asking politely, future plans, giving directions, pronunciation practice (use of short form of present perfect), pronunciation of endings (-d or -ed). The third unit discusses issues of Hobbies and crafts and there are four speaking activities. They are: what I like doing in my free time, class survey(hobbies), pronunciation practice (the word 'of') and agreeing and disagreeing. Unit four has a discussion issues about food and other related ideas. This unit includes four lessons and they are proverbs of different countries, health and unhealthy foods, class survey and pronunciation practice (e; and ie). The fifth unit of the book deals with HIV and ADIS and there are four speaking activities included in this unit. They are: discussion about ADIS, expressing sympathy, advice for young children and problem pictures. In this topic there is no pronunciation practice like the previous four units.

The sixth unit focuses on Media, TV, and Radio. There are five speaking tasks included in this unit and these are: describing people, expressing opinions, radio and TV programs, who is your favorite celebrity? And word stress. Unit seven is about issues of cities of the future and there are four speaking tasks included in this unit, they are: comparing cities, using the correct stress,

Ethiopian past and present predicting the future. Unit eight deals with money and finance and related issues; in the unit there are five speaking activities. These are: matching currencies, dialogue in a bank, discussion, expressing surprise and winning the lottery. The ninth unit is about people and traditional culture and it has seven speaking tasks. Traditional objects, and what do you know about Ethiopia culture and tradition? Adverbs of manner, expressing opinions, debate, parts of the body, and asking for clarification are tasks that are included in the unit. Unit ten discusses issues of newspaper and magazine and other related issues there are five speaking tasks included in the unit. These are agreeing, disagreeing and giving opinion, pronunciation practice, debate, pronunciation—word stress and newspaper interview.

Unit eleven talks about endangered animals and it has three speaking tasks, talking about animals, endangered animals and group discussion. The last unit in this textbook is unit twelve and it discusses issues of stigma and discrimination. There are four speaking tasks in this unit. These are: discrimination, helping the disabled, pronunciation --polysyllabic words and finally ‘are these sayings true?’

4.2 Analysis of Speaking Activities in the light of Components of Communicative Tasks

4.2.1 Goals

When analyzing every task, the first thing to check is the existence of objectives. Objectives must be stated at the beginning of each unit so as to make the way easy, clear and more of purposeful regarding encouraging learners to use real world language. Additionally, goals need to be motivating. They should also encourage learners to apply classroom learning to the real world use of language. Besides, objectives of the tasks should be interesting and motivating to the students to engage them in the given task motivationally. A lesson without an objective could be like a journey without a specific destination. Therefore goals help in directing and shaping the way. Objectives also need to be clear, stated explicitly, and precise so as to provide a clear insight of roles that teachers and students are expected to achieve.

Table 4.2: Objectives of Speaking Activities in Grade 9 English for Ethiopia Students' Textbook

Components of communicative task	Unit	Objectives
Goal	1. Learning to learn	By the end of this part of the unit you will be able to:- <ul style="list-style-type: none"> ✓ Practice asking questions with the correct pronunciation ✓ Use question words to ask questions. ✓ Match people with their nationalities. ✓ Read about five students and complete a chart about them. ✓ Complete a class survey about clubs and activities. ✓ Discuss what advice the students would give new students.
	2. Places to visit	By the end of this part of the unit you will be able to:- <ul style="list-style-type: none"> ✓ Describe some photographs of place in Ethiopia. ✓ Complete a class survey about holidays. ✓ Give directions to place on a map ✓ Ask for directions politely
	3. Hobbies and crafts	By the end of this part of the unit you will be able to:- <ul style="list-style-type: none"> ✓ Talk about what you like doing in your free time. ✓ Conduct a class survey of hobbies. ✓ Agree and disagree with others.
	4. Food and health	By the end of this part of the unit you will be able to:- <ul style="list-style-type: none"> ✓ Talk about the food you like. ✓ Discuss the meaning of some food proverbs. ✓ Talk about healthy and unhealthy foods. ✓ Complete a class survey about favorite foods. ✓ Pronunciation practice
	5. HIV & AIDA	By the end of this part of the unit you will be able to:- <ul style="list-style-type: none"> ✓ Take part in a discussion about AIDS. ✓ Express sympathy with someone. ✓ Give advice to younger children about AIDS. ✓ Discuss pictures showing teenager problems
	6. Media TV, and radio	By the end of this part of the unit you will be able to:- <ul style="list-style-type: none"> ✓ Discuss the media ✓ Match text and pictures of famous people and talk about them ✓ Express your opinions ✓ Discuss a television schedule ✓ Talk about your favorite celebrity ✓ Pronounce words with a different number of syllables

Goal	7. Cities of the future	<p>By the end of this part of the unit you will be able to:-</p> <ul style="list-style-type: none"> • Answers questions about cities of the world • Compare cities • Use the correct sentence stress when speaking • Discuss the difference between Ethiopia past and present • Talk about future using ‘will’ • Express your opinion about the future
	8. Money and finance	<p>By the end of this part of the unit you will be able to:-</p> <ul style="list-style-type: none"> • Play a game to match currencies with their countries • Role play a dialogue in a bank • Hold a group discussion • Express surprise at unexpected news • Discuss what you would do if you won the lottery
	9. People and traditional culture	<p>By the end of this part of the unit you will be able to:-</p> <ul style="list-style-type: none"> • Discuss traditional Ethiopian festivals • Describe traditional objects • Discuss Ethiopian culture and traditions • Use adverbs of manner • Take parts in a debate • Revise your vocabulary for parts of the body • Ask for clarification of the meaning of something.
	10. Newspaper and magazines	<p>By the end of this part of the unit you will be able to:-</p> <ul style="list-style-type: none"> • Discuss what you know about current affairs • Agree, disagree and give your opinions about a topic • Pronounce words related to newspapers and magazines • Use the correct word stress • Conduct an interview by a newspaper report
	11. Endangered animals	<p>By the end of this part of the unit you will be able to:-</p> <ul style="list-style-type: none"> • Name and classify various animals • Talk with your partner about your favorite animal • Discuss some endangered animals in Ethiopia • Take part in a group discussion
	12. Stigma and discrimination	<p>By the end of this part of the unit you will be able to:-</p> <ul style="list-style-type: none"> • Answer questions about disability • Discuss discrimination in a group • Ask questions about a disability • Pronounce polysyllabic words • Read and discuss some traditional sayings

Goals should be clear and stated explicitly, not to do this may hinder students' oral performance and may also mislead teachers. However, as shown in the above table, the goals of speaking tasks, the topics of speaking tasks and the statements of the objectives have common expression. Moreover, the goals are stated in the order of the lesson in the unit so that this will help students to identify the goals easily. The objectives are also simple and they also clearly identify what the students are able to do.

Most of the goals in the textbook are stated explicitly in a way that students and teachers could understand easily. Therefore, it helps students to generalize the tasks that they have been doing. The goals of each unit are also stated in the teachers' guide in a way that the teachers understand it. Concerning this point, Nunan(1989) asserts without clearly articulated sets of goals, there is a risk that task-based language teaching programs will lack coherence. On the other hand, regarding the goals' relevance to the communicative needs of the student, goals which reflect the communicative need of learners have greater face validity than those in which the goals are either unstated, inexplicit, which do not reflect learners' goals.

For example, the following goals can be taken as an example to show that the objectives are clear enough and they are also motivating and encourage students to apply the classroom practice into the real world.

Example: 1 (page 1 &10)

By the end of this part of the unit you will be able to:

- ✓ *Practice asking questions with the correct pronunciation.*
- ✓ *Use question words to ask questions.*
- ✓ *Match people with their nationalities and countries.*
- ✓ *Read about five students and complete a chart about them.*
- ✓ *Complete a class survey about clubs and activities.*
- ✓ *Discuss what advice you would give to new students.*

According to the above example, the objectives ‘ask students to use question words to ask questions’, to match people with their nationalities and countries’, ‘ to read about five students’ and ‘ complete a chart about them’, to complete a class survey about clubs and activities, to discuss what advice they would give to new students. And as it can be seen most of them are clear in telling students what to do, they might have also more chance to encourage students to use the classroom language in the outside world like how to give an advice unless the students’ personal and social problems hinder them from speaking with the target language.

Table 4. 3: pedagogy and real world rationale of the objectives

Pedagogic objectives	Real world objectives
<ul style="list-style-type: none"> • Practice asking questions with the correct pronunciation. • Match people with their nationalities and countries. • Read about five students and compete a chart about them. • Complete a class survey about clubs and activities. • Complete a class survey about holidays • Give directions to place on a map. • Conduct a class survey of hobbies • Pronunciation practice • Discuss pictures showing teenage problems • Pronounce words with a different number of syllables. • Match text and pictures of famous people and talk about them • Use the correct sentence stress when speaking. • Talk about the future using ‘will’ • Play a game to match currencies with their countries • Revise your vocabulary for 	<ul style="list-style-type: none"> • Use question words to ask questions • Discuss what advice the students would give to new students. • Describe some photographs of place in Ethiopia. • Ask for directions politely • Talk about what you like doing in your free time. • Agree and disagree with others • Talk the food you like • Discuss the meaning of some food proverbs • Talk about healthy and unhealthy foods. • Complete a class survey about favorite foods • Take part in a discussion about AIDS. • Express sympathy with someone • Give advice to younger children about AIDS • Discuss the media • Express your opinions • Discuss a television schedule • Talk about your favorite celebrity • Answer questions about cities of the world • Compare cities • Express your opinion about the future • Discuss the difference between Ethiopia • past and present • Role play a dialogue in a bank • Hold a group discussion • Express surprise at unexpected news • Discuss what you would do if you won the lottery. • Ask for clarification of meaning of something.

parts of the body**• Agree, disagree and give your opinions about a topic****• Pronounce words related to newspaper and magazines****• Use the correct word stress****• Pronounce polysyllabic words**

- Take parts in a debate
- Discuss what you know about current affairs
- Conduct an interview by a newspaper report
- Name and classify various animals
- Talk with your partner about your favorite animal
- Discuss some endangered animals in Ethiopia
- Take part in a group discussion
- Answer questions about disability
- Ask questions about a disability
- Read and discuss some traditional sayings

As it is shown clearly from the above table; the objectives of speaking tasks have a real world rationale than pedagogic nature so that, students could have the chance to be exposed to the real world use of language. Therefore, there is a possibility for the students to be motivated and engage themselves in the activities for they are to some extent familiar to the topics in one or other way in the past grade level.

4.2.1.1 Speaking Tasks and their Objectives

It is unquestionable that speaking activities need to consider students need and interest in order to motivate and encourage them in doing different kinds of activities. In doing so, tasks need to have a clear, explicitly stated and encouraging goals as it has been stated earlier in the literature review part. Whenever students learn the topic they are familiar with, they will be more interested and motivated in engaging in the given tasks. Speaking activities in the grade 9 students' English for Ethiopia textbook are familiar to some extent with the students. Moreover the objectives of the tasks should be interesting and motivating. They need to encourage students to apply classroom learning to the real world. The following example can be taken to show this.

Example 2 (page 43)

What do I like doing in my free time?

- 1. You are going to talk about your favorite free-time activity. Before you start, spend a few minutes thinking about it and consider the following questions:*

- ✓ *How much time do you spend on it?*
- ✓ *How long do you need special clothing or equipment?*
- ✓ *How have you been doing it?*
- ✓ *How good are you?*
- ✓ *What do you gain from doing it?*
- ✓ *Why do you enjoy it?*

As shown in the example above, the goals are stated explicitly and the tasks are also motivating as long as they let students talk about things which are familiar to them as the above half of the students have also been mentioning that topics of speaking tasks are familiar to them. The more the students are asked to do what they are familiar with the more they will be interested and motivated and encouraged. This is the most important goal of the teaching-learning process. For example, in the above example students are asked to talk about their future plans, which is an issue of their day-to-day life i.e. they like to talk about their inclination related to their future for example the area they want to study, place they want to live etc. so that they can be motivated and interested easily in performing tasks on such issues.

4.3 Inputs

Input is another important communicative component that textbook writers and syllabus designers need to take in to consideration. Input also is a term used to mean the language that students hear or read. The input in the textbook need to be clear and authentic as much as possible, in order to make students interested and motivated. Authentic inputs expose students to a real life situation. Moreover, they need to be appropriate to the goals of the tasks.

Table 4.4: Inputs of speaking tasks in grade 9 students' English for Ethiopia textbook

Component of a communicative task	Unit Unit	Component of a communicative task
Input	11	<ul style="list-style-type: none"> • Dialogue (model) • Discussion topic • Sentences
	22 2	<ul style="list-style-type: none"> • Picture (places) • Model interview • Discussion topic • Sentences
	33	<ul style="list-style-type: none"> • Dialogue • Discussion topic • Sentences
	44	<ul style="list-style-type: none"> • Dialogue • Discussion • Proverbs
	55	<ul style="list-style-type: none"> • Dialogue • Discussion topic • Sentence • Picture
	66	<ul style="list-style-type: none"> • Discussion topic • Model dialogue • Picture (celebrities)
	77	<ul style="list-style-type: none"> • Picture (cities) • Dialogue • Discussion topic • Sentence
	88	<ul style="list-style-type: none"> • Model dialogue • Discussion topic
Input	99	<ul style="list-style-type: none"> • Picture • Model dialogue • Discussion • Sentence
	10 10	<ul style="list-style-type: none"> • Interview • Sentence • Model dialogue
	11 11	<ul style="list-style-type: none"> • Picture • Model dialogue
	12 12	<ul style="list-style-type: none"> • Role play (topic) • Picture (disabilities) • Model dialogue

From the above table, we can observe as there are different ways of presenting inputs in the textbook, authentic and inauthentic that students are supposed to read, here, speak and listen. Sentence, different kinds of contexts, model dialogue, pictures, and role play are dominant inputs. They are found in almost all the units. The pictures used in the textbook are also said to be authentic, there are pictures of cities, photos of celebrities and disabled people, which are not intentionally prepared for the teaching purposes even though they are not enough when compared with the number of speaking tasks in the textbook. On the other hand, we can't find when the textbook lets students to use tapes and audio video materials as an authentic. The topics are to some extent familiar to the students; here is an example

Example 3 (page 14)

New School Advice

1. *Discuss in groups what advice you would give to new students when they join the school, then make a list of the various suggestions.*
2. *Draw a chart in your exercise books and write these ideas in the first column. In the second column draw a happy face if you think you are good at this; a sad face if you find it difficult; a cross if you know it is not one of your strengths:*

<i>Punctuality</i>	
<i>Completing homework on time</i>	
<i>Neat handwriting</i>	

3. *Now write two sentences about the following:*

I am good at ...

This year I will try harder to ...

In the above activities students are asked to discuss in group the advice they would give to new students when they join the school. Each member of the group lists as he/she can many suggestions from his/ her experiences in the school and shares his/her ideas in the group;

because they are familiar with what to do and not to do in the school and many other things that are related to .it

4.3.1 Inputs and Speaking Activities

The inputs in this particular textbook are to some extent easy to be understood by the students. They are comprehensible and match to some extent with the ability of the learners. Such kinds of inputs are important and available as much as possible. Many of the inputs are authentic even though the textbook lack some tapes of authentic inputs like tape records and audio video which create condition similar to real situation in the classroom that encourage students in taking part in activities. The speaking activities in this textbook are different in kinds. Some are information gap activities which are performed in pair in which one transfer information to the other, some are reasoning gap activities which makes participants to get some new information from previously given through relationship and some are opinion gap activities which involve expressing personal feeling or attitude as an answer to a given situation (Prabhu,1987).

Inputs and objectives in the textbook go with each other. Most of the activities mirror objectives of the tasks. Let us see an example for this point.

Example 4 (page 20, 23, 24, and 25)

By the end of this part of this unit the students will be able to:

- ✓ *Describe some photographs of place in Ethiopia*
- ✓ *Complete a class survey about holidays*
- ✓ *Give directions to place on map*

Most of the activities under this chapter reflect the above objectives and it is mostly about describing places, a class survey about holiday, giving direction, and asking politely. And the inputs for the exercises are sentences to read and map which show direction of different places, so that students can describe places using sentences and show places on the maps. So, the textbook is to some extent effective regarding to this point.

Table 4.5: Roles of Teachers' in the Speaking Lessons of Grade 9 English for Ethiopia Textbook

Component of communicative	Unit	Roles
Roles of Teachers	1	<ul style="list-style-type: none"> • Practice model rising intonation for questions • explain assessment and goal setting
	2	<ul style="list-style-type: none"> • Practice model dialogue with students • Revise words and phrases for giving direction • Write sentences using present perfect tense on the board • Write model pronunciation of contractions on the board
	3	<ul style="list-style-type: none"> • Practice model pronunciation 'of'
	4	<ul style="list-style-type: none"> • Saying words (-ei and -ie) pronunciation model • Introduce topics with the proverbs • Revise first conditional adjective and preposition using pictures
	5	<ul style="list-style-type: none"> • Lists sympathy phrase • Says a model verb
	6	<ul style="list-style-type: none"> • Involve in a role play with students
	7	<ul style="list-style-type: none"> • Illustrates giving an alternative perspective
	8	<ul style="list-style-type: none"> • Elicit phrases for a dialogue in a bank • Write second conditional sentences on the board
	9	<ul style="list-style-type: none"> • Practice model expressions about asking for clarification • Divide the class into groups to debate • Explain deference between 'for' 'during' and 'while' • Introduce social expressions and checks pronunciation • Elicit views on the importance of keeping Ethiopia traditional culture
	10	<ul style="list-style-type: none"> • Group students to do an activity • Write words on the board • Prepare simple statements
	11	<ul style="list-style-type: none"> • Give examples of endangered animals in Ethiopia
	12	<ul style="list-style-type: none"> • Write polysyllabic words on the board • Model pronunciations and mark word stress • Monitor discussion

4.4 Roles

In the teaching learning process teachers and learners have their own role to play, though; their roles are different depending on the methodology employed in the classroom. Roles should be as clear as possible. Learners and teachers need to identify what to do. The more they know their roles the more they become energetic and ready to act their roles.

In the traditional pedagogy most of the roles are given to the teachers and types of activities were mostly drills. On the other hand, in the communicative language classes, students take various roles as compared to the traditional classes. The common tasks are, focusing on problem solving; here teachers are expected to give more chances to the learners. Their role is as a catalyst and consultant.

Table 4.6: Roles of Learners' in the Speaking Lessons of Grade 9 English for Ethiopia Textbook

Component of communicative	Unit	Roles
Roles of Learners	1	<ul style="list-style-type: none"> • Practice an interview • Take a part in group discussion • Practicing pronunciation
	2	<ul style="list-style-type: none"> • Practicing pronunciation • Taking part in a group discussion • Interviewing
	3	<ul style="list-style-type: none"> • Take part in a group discussion • Interviewing • Pronunciation practice • Conduct a class survey and ask questions about hobbies • Read a list of hobbies and classify into groups
	4	<ul style="list-style-type: none"> • Practice a dialogue • Take a part in a group discussion • Practicing pronunciation • Write down the food they eat
	5	<ul style="list-style-type: none"> • Brain storm a list of ways about HIV can be transmitted • Discuss in a group how to treat people with HIV • Taking part in a group discussion and role play • Making sentences and describing places from picture
	6	<ul style="list-style-type: none"> • Take part in a group discussion and in a role play • Look pictures of celebrities and describe to their partner

- 7
 - Make news program in group
 - Make statements about the future
 - Express opinions
 - Compare and contrast pictures of cities
- 8
 - Debate the topic it is better to be ‘ educated than rich’
 - Match currencies with their countries
 - Making a dialogue
 - Expressing opinions
- 9
 - Describe pictures of traditional cloth, artifacts and identify regions
 - Doing gap filling and sentence transformation
 - Brain storm Ethiopia culture and tradition
 - Take part in a role play and discussion
 - Express opinions and making dialogue
 - Match words with parts of body
- 10
 - Revise the vocabulary of giving opinion agree and disagree
 - Follow carefully when the teacher models use of determines
 - Pronunciation practice taking part in a discussion
 - Debate
 - Interview
- 11
 - debate the causes for animals become extinct
 - taking part in a discussion
- 12
 - repeat, practice and make their own sentences
 - Read a list of popular in conception and tick T/F
 - Brian storm the reasons for discrimination
 - Take part in a role play
- 1
 - Practice an interview
 - Take a part in group discussion
 - Practicing pronunciation
- 2
 - Practicing pronunciation
 - Taking part in a group discussion
 - Interviewing
- 3
 - Take part in a group discussion
 - Interviewing
 - Pronunciation practice
 - Conduct a class survey and ask questions about hobbies
 - Read a list of hobbies and classify into groups
- 4
 - Practice a dialogue
 - Take a part in a group discussion
 - Practicing pronunciation
 - Write down the food they eat
- 5
 - Brain storm a list of ways about HIV can be transmitted
 - Discuss in a group how to treat people with HIV
 - Taking part in a group discussion and role play

	<ul style="list-style-type: none"> • Making sentences and describing places from picture
6	<ul style="list-style-type: none"> • Take part in a group discussion and in a role play • Look pictures of celebrities and describe to their partner • Make news program in group
7	<ul style="list-style-type: none"> • Make statements about the future • Express opinions • Compare and contrast pictures of cities
8	<ul style="list-style-type: none"> • Debate the topic it is better to be ‘ educated than rich’ • Match currencies with their countries • Making a dialogue • Expressing opinions
9	<ul style="list-style-type: none"> • Describe pictures of traditional cloth, artifacts and identify regions • Doing gap filling and sentence transformation • Brain storm Ethiopia culture and tradition • Take part in a role play and discussion • Express opinions and making dialogue • Match words with parts of body
10	<ul style="list-style-type: none"> • Revise the vocabulary of giving opinion agree and disagree • Follow carefully when the teacher models use of determines • Pronunciation practice taking part in a discussion • Debate • Interview
11	<ul style="list-style-type: none"> • debate the causes for animals become extinct • taking part in a discussion
12	<ul style="list-style-type: none"> • repeat, practice and make their own sentences • Read a list of popular in conception and tick T/F • Brian storm the reasons for discrimination • Take part in a role play

As stated in the above table, there are roles given to teachers and students to participate in a given tasks. The textbook states students role, i.e. things to do in the exercise however, they are not overtly stated, in addition teachers role is not also stated in the students’ textbook at all. Their roles are stated in the grade nine English syllabus and it is stated a bit clearly in a way it could help both the teacher and students to carry out their tasks properly according to the predetermined goals and most of the roles given to the teachers are leading and running students activity. Moreover, most of the tasks in the textbook are student centered, which is one of the principle of CLT.

4.4.1 Roles and Tasks

As per to the principle of communicative language teaching the lion's share of the role is occupied by the learners in performing a particular task. Students are expected to work together with their teacher and friends as well. So that they will develop cooperation among each other and they will be good in handling conversation. In CLT students' contribution on the subject of performing a task is paramount. Moreover, the nature of activities invites learners to become negotiators, catalysts, communicators of the target language is possible to say that most of the activities in the textbook provoke students to be communicative. Let us look an example.

Example 5 (page 131)

Predicting the future

1. What do you think your own town/village/city will look like in 50 years' time? Work in a group and express your opinions about this using social expressions such as

- *I think.....*
- *In my opinion.....*
- *I wonder if.....*
- *I'm sure that.....*
- *I suppose.....*

2. Note your opinions and give your reasons for each statement.

Delegate a group leader to present the results of your discussions to the rest of the class.

Example:

I think cities will have faster transportation systems.

I'm sure that every building will have its own solar-powered generators.

In the above activity, it is apparent that learners are provided a big share in performing the given task. In this activity they are asked to talk about the future, i.e. how their city will look like in the coming fifty years. Therefore, they are encouraged to discuss in group and then present their

result of discussion. In this case, there is no room for the teacher to be sole provider of knowledge, except being a facilitator in the students' discussion so that students can have their own time to raise issues and to talk about very well. Generally, in the unit which is the above exercise is taken; teachers' role is to illustrate the idea by giving an attractive perception, whereas students' is making statements about the future; express their opinions and compare and contrast pictures of cities. Let us look a different example.

Example 6 (page 160)

Debate

1. Work in groups and suggest some ideas about the importance of keeping Ethiopia's traditional culture. When you have reached an agreement, tell your ideas to your teacher, who will write them on the board.

2. Say whether you agree or disagree with the list on the board, and give reasons for your opinions.

3. Your teacher will divide the class into four groups. Each group should select five students to take on the following roles in preparation for a debate:

Chairperson: who greets the audience and introduces the speakers and topics for the debate.

Main speaker: who supports the motion (the proposal)

Main speaker: who opposes the motion

Second speaker: who supports the motion.

Second speaker: who opposes the motion.

1. In your group, prepare to debate one of the following topics, using the expressions you learnt in A9.9 Speaking: Expressing opinions:

It doesn't matter that traditional cultures will soon disappear.

It is better to lead a traditional life in the country than in the city.

Ethiopia should do all it can to keep its traditions and culture.

It is not possible for Ethiopia to become a developed country without destroying its traditions and culture.

2. Draw the following grid (one grid for each topic) on a piece of paper:

<i>Speaker 1: Arguments in support of the motion</i>	<i>Speaker 1: Arguments against the motion</i>
<i>Speaker 2: Arguments in support of the motion</i>	<i>Speaker 2: Arguments against the motion</i>

3. In your group, think of arguments for and against each topic. Use your notes to write short speeches for each speaker in the debate.

4. Your teacher will invite each group to present their debates to the rest of the class. At the end of each debate, the class will vote whether they are in support or opposition of the selected motion.

In the above example, students are asked to express their opinions and to work in pairs to use the above expressions in sentences, they will also develop in doing tasks with responsibility and teachers are limited to direct the active participation of the learners, facilitate and guide the classroom situations, rather than controlling and asking and making decisions on the teaching and learning process. Students are not supposed to passively wait for their teachers' response; rather they do the tasks by themselves.

Example 7 (page 27)

Future plans

1. Work out an itinerary of the places and people you would like to visit when you go on holiday, then work with a partner to ask and answer questions about your plans.

Q: what are you going to do when you go on holiday?

A: well, I am going to visit my grandmother in Hawassa first. Then I may... or perhaps I might ...

In this way, students can develop their confidence and experience that is the skill of self-direction and responsibility whenever they are allowed to do a task by themselves. This also gives them full freedom to exchange their ideas with each other freely, in doing so; they can practice the target language in a better way. So that it is possible to infer that the textbook meets the criteria of communicative task designers regarding giving most of the roles to the students. But both of the tasks given to the teacher and student are stated clearly in the syllabus.

4.5 Setting

As stated in review literature 2.7(d), setting refers to the classroom management, implies in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom, and implies the instructional setting where pedagogical conditions are treated (Nunan 1989). It is also suggested that the most effective and appropriate classroom organization is pair and group work.

Table 4.7: Setting of Activities in Grade 9 Students' English for Ethiopia Textbook Speaking Lesson

Components of Communicative task	Unit	Setting
Setting	1	<ul style="list-style-type: none"> • Group work (new school advice) • Pair work (pronunciation practice)
	2	<ul style="list-style-type: none"> • Group work (survey) • Pair work (asking politely, pronunciation practice interview) • Individual work (giving direction)
	3	<ul style="list-style-type: none"> • Group work (class survey, agreeing and disagreeing) • Pair work (pronunciation practice) • Individual work (what I like doing in my free time) • Whole class work (agreeing and Disagreeing)
	4	<ul style="list-style-type: none"> • Group work (proverbs) • Pair work (healthy and unhealthy food, pronunciation practice) • Individual work (class survey)
	5	<ul style="list-style-type: none"> • Pair work (discussion expressing sympathy) • Group work (discussion) • Individual work (advice for younger children)
	6	<ul style="list-style-type: none"> • Group work (expressing opinion) • Pair work (radio and TV program) • Individual work (describing people)
	7	<ul style="list-style-type: none"> • Group work (Ethiopia past and present) • Pair work (use the correct stress) • Individual work (predicting the future)

Setting	8	<ul style="list-style-type: none"> • Pair work (dialogue in a bank, expressing surprise) • Group work (discussion, winning the lottery)
	9	<ul style="list-style-type: none"> • Group work (traditional objects, debate) • Pair work (asking clarification) • Individual work (parts of the body) • Whole class work (adverbs of manner)
	10	<ul style="list-style-type: none"> • Pair work (agreeing and disagreeing, newspaper, interview) • Group work (debate) • Individual work (pronunciation practice)
	11	<ul style="list-style-type: none"> • Pair work (talking about animals) • Group work (endangered animals, discussion)
	12	<ul style="list-style-type: none"> • Group work (discrimination helping the disabled) • Pair work (pronunciation practice) • Individual work (pronunciation practice)

According to the above table, it is clear that most of the tasks are group and pair work activities which are more effective and advisable to effective classroom organization. Rather than being alone or with the teacher, students might be more interested to express their idea and opinion confidently and freely when they do tasks with their friends. Speaking is an active process rarely carried out in isolation, so it is a natural frame work for interaction; i.e. talking to somebody as in real life (Seligson, 1997). Therefore, it is possible to say that the textbook meets the criteria for communicative task designers regarding making most activities to be done in pair and group.

Example 8 (page 44)

1. Using the information from the activity above, work in group to conduct a class survey of hobbies, create a chart to record the information you have collected under the following headings:

Craft Sport Individual activity Group activity

2. Work in pairs or group to analyze the survey and make statements about it, using the determiners all / none / most (of) / a few (of).

All of the students enjoy reading.

None of them like swimming.

Most of them enjoy walking.

A few of them like gardening.

According to the above example, students are asked to perform an activity in group and pair. In this way, students will get the opportunity to interact each other with their friends, so that it will be more motivating and interesting. This in turn makes the task more communicative and interactive.

To sum up, these kinds of activities develop students' confidence in expressing their ideas. It will help them to develop a sense of tolerance and to listen to each other, besides, students will learn how to respect others' opinion though they are against. Moreover, the students will learn how to make discussions and how to manage a conflict and this way their speaking fluency will be improved.

4.6 Motivational Value of the Speaking Activities in the Textbook

Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to do whatever to reach that goal (Harmer, 1991). The topics in the textbook are familiar to some extent to the students, except some pronunciation practice tasks, which have more of a pedagogical nature than being communicative. In most cases, students are asked to do an interview and have a discussion about things they would perform outside school. Let us see the example.

Example: 9 (page 111)

Who is your favorite celebrity?

1. Work in group to suggest the names of various celebrities (sports personalities, pop stars, film stars and so on). Write various interesting details about one of them on a piece of paper and give the paper to your teacher.

2. Your teacher will pretend to be the celebrity that you have selected. In your group, act as interviewers or journalists and ask your and ask your teacher (the celebrity) a range of questions.

Example:

Can you tell me what you think is your best moment?

Does that mean that you have earned a lot of money?

You said that you wanted to help orphans. What plans do you have to do this?

3. Pretend that you are interviewing Lulu Gezu. Work in pairs to role-play an interview with the pop star, using information from the listening text and your teacher's celebrity role-play as a model.

From the above example it is possible to infer that the task promotes the use of real world language use. For instance, it talks about issues in their age, so that; this will make students active enough in raising ideas about their favorite celebrity. Whenever students are asked to do what they know, they will be more motivated. However, when they are asked about issues they have no idea about (a party known by western teenagers) then they get tired of discussing it for they get nothing to talk.

On the contrary, some activities deal with this linguistic aspect of language than communicative nature. So that students may not find them interesting as long as they are not familiar with them too. Moreover, such activities do not reflect the use of real world language consequently they will not be motivated.

Example 10 (page 31, 47 and 76)

Pronunciation practice about using the short form of the present perfect in the reply

Pronunciation practice about stress and fall of phrases

Pronunciation practice –ei and ie

According to the above sample example it is possible to say that some of the tasks have more form aspect than being communicative in nature.

Example 11 (page 27)

Future plan

1. Work out an itinerary of the places and people you like to visit when you go on Holiday, then work with a partner to ask and Answer questions about your plans,

Example:

Q: what are you going to do when you go on holiday?

A: well, I am going to visit my grandmother in Hawassa first. Then I may....on perhaps I might...

In the above activity, students are asked to work in pair. I.e to ask and answer about their future plans and this will make them free and more communicative in discussing the issue. However, some of the pronunciation activities do not promote the use of pair and group work.

Example 12 (page 35)

Pronunciation of Ending

The Regular Past Endings –d or ed are Pronounced in three Different ways. Look at this Table and pronounce the Verbs in each group.

<i>Group 1 /t/</i>	<i>group 2 /d/</i>	<i>group 3 /ie/</i>
<i>Asked</i>	<i>learned</i>	<i>greeted</i>
<i>Watched</i>	<i>used</i>	<i>needed</i>

Copy the table in to your exercise book. Add these verbs to the right list according to the pronunciation of past simple form. Be careful with the spelling!

Work want live stay pass end wish hope start arrive call

In the above activities students are asked to copy words and to add verbs to the correct list according to their pronunciation of their past simple form, in this case, it is clear that the task has more on its form than to communicate each other. Therefore, students may not be to talk each other except finishing the task by them alone.

4.7. Authenticity

As it has been mentioned in the review part of the study 2.8 (e), authenticity is about using materials which are not prepared for primary use of teaching. In the textbook, as there are inauthentic there are also some authentic materials and among them there are proverbs, sayings, and pictures of cities, photos of celebrities and photos of disabled people. The following examples show authenticity of the tasks in the textbook.

Example 13 (page 64)

Proverbs

Proverbs are short, catchy sayings which give advice or reveal widely believed truths. Some proverbs cross cultural boundaries and similar versions can be found in many languages. Here you heard the expression 'An apple a day keeps the doctor away? In your groups discuss its meaning and share your conclusions with the rest of the class.

1. *In groups, discuss the meaning of the following proverbs:*

1. *He, who eats when he is full, digs his grave with his teeth. (Moroccan)*
 2. *Talk doesn't cook rice. (Chinese)*
 3. *If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a life time educate people. (Chinese)*
 4. *You are what you eat. (American)*
 5. *Hunger is the best sauce. (American)*
 6. *Don't cry over spilt milk. (English)*
 7. *The proof of the pudding is in the eating. (Spanish)*
 8. *Butter wouldn't melt in his mouth. (anonymous)*
2. *What other proverbs do you know? Share your suggestions with the rest of the class.*

According to the above example, the topic is about proverbs of different countries, which are not prepared for the primary purpose of teaching, in this way students may have the exposure to know new proverbs of different country which they did not know before. This will make them think of and raise different Ethiopia proverbs, so as to discuss the issue.

Example 14 (216)

Are these saying true?

1. There are many sayings that sound true, but many actually false, giving an incorrect or misleading idea or opinion, which is based on inaccurate facts or invalid reasoning.

Read the list of saying below, and work in group to discuss, what they mean. Say whether you think they are true or false, and why.

- ✓ *Garlic prevents malaria.*
- ✓ *A bully is always a coward.*
- ✓ *Enough is as good as a feast.*
- ✓ *Handsome is as handsome does.*
- ✓ *Do not look a gift horse in the mouth.*
- ✓ *It a job's worth doing, it's worth doing well.*
- ✓ *Brevity is the soul of wit.*
- ✓ *It's an ill wind that blows nobody any good.*
- ✓ *Beauty is in the eye of beholder.*
- ✓ *The road to the hell is paved with good intentions.*
- ✓ *Fortune favors the few.*
- ✓ *Truth is stronger than fiction.*
- ✓ *Silence is golden.*
- ✓ *It is more blessed to give than to receive.*

2. Work in pairs to comment on each statement, using the phrases in the box below to introduce your arguments and the counter arguments.

Introductory phrases

Many people think...

Some people say...

You've probably heard that...

Linking phrases

but in fact...

but actually...

but the truth is...

It may seem...

Example:

Student A: many people think lightning never strikes twice.

Student B: but the truth is that lightning can strike anywhere, even in the same place.

It could be deduced from the above examples that the activities are authentic because; the tasks give students opportunity to practice different sayings of different countries and the proverbs are not prepared for the sake of learning in the first place; however, the writer of the textbook collects them and wrote in the book in a way that it could help the students know new sayings.

4.8 Real world use of language

As clearly stated previously, most of the activities dealt with issues, which are familiar to some extent with the students so that, they will perform the activities being interesting and motivating. In addition, the activities reflect real world use of language. For example, students talk about cities of past and present Ethiopia which could be taken as purposeful. This provides them a better chance to learn about their country ‘Ethiopia’

Example 15 (page 131)

Predicting the future

1. *What do you think your own town /village / city will look like in 50 years' time? Work in a group and express your opinions about this using social expressions such as:*

I think.....

In my opinion it...

I wonder if...

I'm sure that...

I suppose....

2. *Note your opinions and give your reasons for each statement. Delegate a group leader to present the result of your discussions to the rest of the class.*

Example:

I think cities will have faster transport systems

I'm sure that every building will have its own solar-powered generators.

In the above example, students are asked to do in group and to think of what their town / city / village will look like in fifty year time. The issues are good at allowing students to raise different ideas concerning their town/ village/ city. There are also pictures used in the topic like, photos of cities which are most probable familiar to the students. Besides the topic reflect imaginary world use of language; in such a way they present situations which are familiar to the students' day to day life.

Example 16 (page 67)

Healthy and unhealthy foods

1. *Classify these foods under the heading Healthy and Unhealthy.*

Sugar meat mile spinach cakes fish

Chocolates groundnuts eggs fizzy drinks water juice

Sweets vegetables fruit cheese

2. *Work in pairs to agree or disagree with the following statements, then discuss the reasons for your decisions.*

- ✓ *Sugar gives you energy, so you should eat lots of sweets.*
- ✓ *Calcium is necessary for strong bones and teeth.*
- ✓ *Milk goes sour very quickly, so it can't be good for you.*
- ✓ *Groundnuts contain lots of proteins, which help your muscles develop.*
- ✓ *Vitamins are only found in vegetables with dark green leaves.*

Here, students are asked to work in pair and discuss the reasons for decision of classifying foods and drinks ‘healthy’ and ‘unhealthy’. This way student could have the chance to talk variety of ideas regarding the issue.

However, there are also some speaking activities which did not promote communicative use of language; they rather focus on form. Let us see this in the following example.

Example 17 (page 158)

Adverbs of Manner

Adverbs of manner tell us how an action is or should be performed. Look at the following adverbs of manner.

Quickly slowly quietly noisily lightly gently

Whisper an instruction to your partner, using an adverb from the box and one of the instructions listed below. Your partner should carry out the instruction and other members of the class must try to guess what the instruction was and what adverb of manner you used.

Raise turn round lower jump shake twist sing

Example: turn round slowly.

According to the above example, the task require students to know words of adverbs of manner and their usage, the focus of the task is more on form than communication. So that it can be said as there are also tasks that have more of linguistic aspect than communicative nature. In this way, real world use of language is not reflected.

4.9 Purposefulness

Many of the topics in the textbook are familiar to the students’ day to day life as students have been mentioning. For example there is a topic about HIV and AIDS, Disability, Food, Money, and the likes. These days, in the lower grade levels, they got the opportunity to be told about such issues. So that to some extent they have got points to talk about and this makes them

interested and motivated. In addition to this, the topics reflect real world use of language because, students are not new to chat and listen in the given issue outside the classroom. So that it could also be infer to some extent as purposeful for having an objective that goes beyond the classroom as it is stated in the review literature 2.8(c). There are some examples below.

Example: 18 (page 84)

Expressing sympathy

- 1. Work in a group and discuss how you would sympathize with someone who has just learned about the death of a near relative. Make a list of the expressions of sympathy you might use.*
- 2. Put these expressions of sympathy in order of the seriousness of a situation. Can you add any other phrases that were suggested in your discussion?*

What a nuisance!

I'm really sorry to hear that.

How awful!

Poor you!

Oh no!

How terrible!

That's sad.

What a shame.

- 1. Read the passage living with AIDS again. Imagize a conversation between the young girl and a friend who is expressing sympathy about her father's illness. In your group write a conversation between the two girls about the situation. Extend the conversation to use as many of the expressions of sympathy as you can.*

Example:

A: I've just heard that my father has been diagnosed as HIV positive.

B: how awful

In the above example students are asked to work in groups and discuss things which are to HIV and AIDS, which is well-known issue of the time, on the other hand, the activities promote the use of pair and group work in order to perform most of the activities. The topics also appear to be interesting which fits with students' age. Therefore, they are found to be motivating to reflect use of real world use of language when students engage with such kind of activities they can grasp something essential to the related issues outside the classroom and again this way the tasks can be taken as purposeful for they could prepare students to talk such issues outside the classroom. We can also take another example.

Example: 19 (page 103)

Expressing opinions

1. *Work in a group and select a topic from the list below:*

Watching TV is a waste of time.

Nowadays people prefer TV to radio.

Celebrities have too much money.

There is too much sport on television.

List the points to agree or disagree with the chosen topics. Read each point aloud and let members of your group express simple counter arguments for or against it, using the following opinions expressions:

I think ...

I suppose ...

I'm pretty sure that ...

It's my opinion that ...

I'm convinced that ...

I wonder if ...

Write down these opinions in your exercise book.

2. Choose a presenter from your group to present your arguments for or against each topic to the rest of the class.

In this exercise, students are asked to work in pairs to select topics and then to discuss (agree or disagree) about a given issue. The topic is familiar and that it fits with students regarding their age and interest. Then it can be inferred as most of the tasks in the textbook have the purpose in making students communicative in the target language.

4.10. Pair and Group Work

If language is viewed as an interactive tool then it should be taught interactively as it is mentioned in chapter two 2.8(d). The activities in the textbook promote the use of group and pair work practices. They allow students to work in group and pair in most of the activities along with this, students mentioned this when they were asked. There are some examples below to show this.

Example: 20 (page 44)

Class survey

1. Using the information from the activity above, work in groups to conduct a class survey of hobbies. Create a chart to record the information you have collected under the following heading:

Craft Sport Individual activity Group activity

2. Work in pairs or groups to analyze the survey and make statements about it, using the determiners all / none / most (of) / a few (of) /.

Example:

All of the students enjoy reading.

None of them like swimming.

Most of them enjoy walking.

A few of them like gardening.

In the above activity students are asked to work in group to collect information about their hobbies. The topic by itself appears to be familiar and interesting. So that students can do it interestingly and has got a purpose in making students use such language outside the classroom. Moreover, the tasks promote the use of pair and group work activities. And some of the topics in the textbook raise some controversial issues which can create hot discussions between the students.

Example: 21 (page 144)

Discussion

- 1. Consider this statement: it is better to be educated than to be rich.*
- 2. Spend a few minutes thinking about your opinion about this statement. Write down some notes.*
- 3. Work in a large group and discuss the statement.*

Allow each person to give their opinion.

Use some of their language you have used for asking and giving opinions, agreeing and disagreeing.

Come to a group conclusion on the extent to which you all agree or disagree with the statement. Report this to the rest of the class.

According to the above example, the tasks promote a group discussion besides, the topic is controversial so that students can come up with different ideas and can have a hot discussion. Moreover, they will be able to share different kinds of important ideas regarding the issues which they did not know before. Let us see another example.

Example: 22 (182)

Debate

1. Your teacher will split the class into groups of eight. In your group select one of the following topics:

There should be more articles for young people in the newspaper.

We no longer need newspapers now we have the internet.

Newspapers don't always tell the truth.

Magazines are more interesting than newspaper.

2. Divide your group so that:

Three students argue for the topic

Three students argue against the topic

One student make notes of the points made in support of the argument

One student makes notes of the points made in opposition of the argument.

3. Within your group debate your chosen topic: the note takers should report what was said, using indirect or reported speech.

Example:

Yeshi said that few newspapers had a children's page.

Zebiba felt that there were not enough articles about international news.

In this exercise, students will be split into different groups and discuss thoughts about newspaper and its content. In this way, students who have the habit and opportunity to read the

newspaper can raise many important points and those who don't can pick something new from the discussion and even if the students do not have the habit of reading newspaper and other related point, the teacher can share his / her experience. It is possible to say tasks in the textbook promote pair and group work activities which is one of the components of communicative teaching. This implies that the textbook meet criteria set for nature of activities.

4.11 Stages of the Task

The organization of an activity and instructions the teacher gives are vital for the students to be able to perform the task satisfactorily. Harmer (1991) says that an activity can be divided into the following parts: a lead in which the teacher introduces the topic; and the instruction, i.e. he /she order exactly what to do and demonstrate an activity. He / she also initiate, the students perform the task, and finally he /she organizes feedback. Regarding this point most of the activities in the textbook do not promote the use of pre, while and post tasks. The tasks start by telling students to do the activities directly without giving them a chance to think of the topics. There are some examples below to elaborate this idea more.

Example: 23 (204)

Group discussion

1. *Copy these headings into your exercise book. Add expressions from the discussion above to the correct column. Add some more examples of your own to the list.*

<i>Asking an opinion</i>	<i>Giving an opinion</i>	<i>Agreeing</i>	<i>Disagreeing</i>
<i>What do you think...?</i>			

2. *Which of these expressions are polite and which are not polite?*

Write P or NP next to each of the expressions.

3. Practice these expressions but having a short discussion with your partner about each of these subjects.

- ✓ *Girls are better students than boys.*
- ✓ *Blue is the best color.*
- ✓ *Watching violent films make people violent.*

Example:

Student A: asks B's opinion on the subject.

Student B: Agree or disagree with the sentence. Say why.

Student A: Agree or disagree with B. say why.

According to the above example, it is clear that the task promotes group interaction, which is a very important element in letting students express their ideas freely and openly. In addition, the issue raised seems interesting. However, the task does not promote stages of tasks and give students a chance to think of the topic before starting the activity and as well finally to organize any feedback. This does not mean that all activities are the same in promoting the stages of tasks. There are some tasks that fulfill the three stages. i.e. pre, while, and post. Below is an example.

Example: 24 (page 165)

Asking for clarification

1. *Sometimes we are not quite sure of the meaning, or have not heard what has been said very clearly. We can use a range of expressions to ask for repetition and clarification, such as:*

Please repeat that.

Sorry, I don't catch the last part.

What was that again?

Are you with me?

Is that clear?

Okay so far?

What I mean is.

What I mean was.

Let me put another way.

2. Your teachers will model some of these expressions. Work with a partner to make sentences using the above expressions, being careful to say them with the correct stress and intonation.

3. Work with your partner to practice giving instruction. Give instruction on how to draw a picture (it could be a picture of your village your school, a sport for example (your partner must interrupt you frequently to ask for clarification. Respond by rephrasing some of your instructions.

For example:

Student A: I want you to draw a picture of our village. First draw the road through the village. Then draw the number of houses on each side of the road.

Student B: sorry I didn't catch the last part.

Student A: draw the houses on each side of the road. Is that clear?

Student B: yes, okay. What next?

Student A: now draw the position of our school in the village.

Student B: what was that again?

Student A: what I meant was. Draw where our school is in the village...

As it is shown in the above example, the task promotes pair work, and lets students interact each other. The activity fulfill pre, while, and post tasks. i.e. it first gives them a chance to think of ways of how they can show they can ask for clarification and then to discuss some of related points with their teacher. Finally, the task ends up by giving them a chance to practice it with friends.

4.12 Results of the Students Questionnaire

The main objective of the students' questionnaire was to find out students attitude towards the speaking tasks of grade nine English textbook. A fourteen item questionnaire was filled in by 96

students. Out of 96 questionnaire paper, 6 of them were disqualified because they were ticked wrongly on two and three alternatives for each item by the students. As a result, 90 papers were interpreted. The data collected were tabulated. The results of the questionnaire of the study are presented below (decimals are rounded off to the nearest number).

Table 4.8: Respondents' perception on familiarity of the topics of speaking tasks in their textbook to them

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
1	Most of the topics of speaking tasks in the text book are familiar to me	F	28	27	8	27	-	90
		%	31.11	30	8.89	30	-	100

Item 1 asked the students if the speaking tasks in their textbook are familiar or not. From the total of students who gave response to this item, 28(31.11%), and 27(30%) replied 'strongly agree' and 'agree', respectively. But the rest of the respondent 8(8.89%) and 27(30%) replied 'strongly disagree' and 'disagree' in the respective order. This indicates that above half of the respondents 55(61.11%) agreed that the speaking tasks in their textbook are familiar to them. The interview also revealed that the topics of speaking activities are to some extent familiar to the students.

Table 4.9: Respondents' perception on the interesting and motivating of the speaking tasks in their textbook to them

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
2	Most of the speaking tasks in the text book are interesting and motivating to me	F	10	50	26	4	-	90
		%	11.11	55.56	28.89	4.44	-	100

Item 2 asked the students whether the speaking tasks in their textbook are interesting and motivating to them or not. Concerning this item, only 30(33.33%) answered ‘disagree’. However, above half of the respondents 10(11.11%) and 50(55.56) replied ‘strongly agree’ and ‘agree’ in respective order. This show the speaking tasks in their textbook are interesting and motivating to them. The interview also showed that the speaking activities are interesting and motivating as long as topics in the textbook are to some extent familiar to the students.

Table 4.10: Respondents’ perception on their interest in doing the speaking activities in pair and group

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
3	I like to do in pairs and groups most of the speaking activities.	F	30	52	3	5	-	90
		%	33.33	57.78	3.3	5.56	-	100

Item 3 asked the students if they like to do the speaking tasks exercises in pair and group or not. The response the students gave for this item, only 30(33.33%), 52(57.78) and 3(3.33%) and 5(5.56%) responded ‘strongly agree’ and ‘agree’ ‘strongly disagree’ and ‘disagree’ in respective order. The majority of the respondents 82(91.11) agreed that they like doing the speaking tasks exercises in pair and group. From the response provided it is possible to say that students like to do speaking tasks in pair and group.

Table 4.11: Respondents’ perception on the encouragement that the speaking tasks in their textbook have for them to do in pair and group

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
4	The speaking tasks in our textbook encourage us to do in pair and group	F	41	43	2	3	-	90
		%	45.56	47.78	2.22	3.33	1.11	100

Item 4 was designed to find out if the speaking activities in their textbook encourage them to do in pair and group. Regarding to this item, majority of the respondents, 41(45.56) and 43(47.78) responded ‘strongly agree’ and ‘agree’ respectively and 1(1.11%) of the respondent limited to ‘undecided’. The other respondents 2(2.22%) and 3(3.33%) responded ‘strongly disagree’ and ‘disagree’ respectively. The large number of the respondents 84(93.34%) agreed that the speaking activities in their textbook encourage them to do in pair and group. The data obtained through interview and classroom observation revealed that the speaking activities in the students’ textbook are suitable for pair and group work. Additionally, the textbook analysis proved this fact. So, it shows that the textbook meet the criteria set for communication and nature of activities regarding to setting.

Table 4.12: Respondents’ perception on the speaking tasks in letting them us pictures, taps and audio video

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
5	Most of the speaking tasks in our textbook let us use pictures tapes and audio video	F	5	20	22	33	-	90
		%	5.56	22.22	24.44	36.67	11.11	100

Item 5 invited the students whether the textbook let them use different kinds of pictures, tapes and other audio video materials in speaking activities. Concerning this point, 5(5.56%) and 20(22.22%) replied ‘strongly agree’ and ‘agree’ and 10(11.11%) remain ‘undecided’ in respective order. On the other hand, 22(24.44%) and 33(36.67%) answered ‘strongly disagree’ and ‘disagree’ respectively. From the above table, one can observe that over half of the respondents 55(61.11%) disagreed that the textbook doesn’t permit them to use such materials except pictures. During the interview, all teachers reported that the textbook doesn’t let to use tapes and audio video materials but there are pictures and sayings the classroom observation also indicated as there are only pictures. In addition, textbook analysis proved this as well. This suggests that the textbook needs to use tapes and audio video materials in addition to pictures.

Therefore, the textbook to some extent doesn't meet criteria set for communication and nature of activities.

Table 4.13: Respondents' perception on the speaking tasks in their textbook in helping them to use English outside the classroom

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
6	The speaking tasks in our textbook help me to use English outside the classroom	F	15	59	4	9	3	90
		%	16.67	65.56	4.44	10	3.33	100

Item 6 raised a question to the students if the speaking tasks let them use the target language outside the classroom or not. From the total of 90 students who gave response to this item, only 3(3.33%) limited to 'undecided' but the other respondents 15(16.67) and 59(65.56) replied 'strongly agree' and 'agree' and 4(4.44%) and 9(10%) answered 'strongly disagree' and 'disagree' respectively. So it is possible to say that majority of the students agreed that the speaking tasks in their textbook let them use the target language outside the classroom. Additionally, the data gathered through interview and classroom observation revealed similar results. From this, it is possible to conclude that the speaking activities in the students textbook have a purpose that goes beyond the classroom. So it implies that the textbook to some extent meet the criteria set for nature of activities.

Table 4.14: Respondents' perception on the encouragement that the speaking tasks in their textbook have to individual work

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
7	Most of the speaking tasks in our textbook encourage individual work.	F	-	8	10	70	2	90
		%	-	8.89	11.11	77.78	2.22	100

With regard to this idea, whether the tasks encourage individual work or not, in the data analyzed in item 7, 8(8.89%), 10(11.11%) and 70(77.78%) students responded ‘agree’, ‘strongly disagree’ and ‘disagree’ respectively. And only 2(2.22% remain ‘undecided’. Majority of students indicated their disagreement that most of the speaking tasks in their textbook don’t encourage individual work. This implies that the tasks encourage pair and group work rather than individual work. Results from interview and classroom observation also showed that speaking activities in the students’ textbook are designed to pair and group work.

Table 4.15: Respondents’ perception on clearness of the objectives of the speaking tasks in their textbook to them

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
8	Most of the objectives of the speaking tasks are clear to me	F	11	56	7	14	2	90
		%	12.22	62.22	7.78	15.56	2.22	100

Item 8 asked students whether the objectives of the speaking tasks are clear or not to them. Regarding to this point, only 2(2.22%) respondents limited to ‘undecided’. On the other hand, 11(12.22%) and 56(62.22%) replied ‘strongly agree’ and ‘agree’ whereas 7(7.78%) and 14(15.56%) responded ‘strongly disagree’ and ‘disagree’ in respective order. From the responses, it is possible to state that above half of the students agreed with clearness of the objectives of speaking activities. In addition, the textbook analysis and interview results also indicated that the objectives of speaking tasks are stated explicitly in the textbook and clear to the students. This implies that the textbook concerning the objectives of the speaking tasks meet the criteria set for communication

Table 4. 16 Respondents' perception on the interest and motivation that the objectives of the speaking tasks have to them

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
9	The objectives of the speaking tasks are interesting and motivating to me	F	13	54	5	13	-	90
		%	14.44	65.56	5.56	14.44	-	100

The 9th item required students to respond if the objectives are interesting and motivating or not to them. As seen from the above table 4.12.9, only 13(14.44%) and 59(65.56%) answered 'strongly agree' and 'agree' respectively. The others 5(5.56%) and 13(14.44%) students replied 'strongly disagree' and 'disagree' in respective order. Majority of the respondents 72(80%) agreed as the objectives are interesting and motivating to them. The textbook analysis also showed that the objectives are stated explicitly in the textbook because of this they are interesting and motivating. Therefore, this implies that the textbook meets the criteria set for communicative regarding to objectives.

Table 4.17: Respondents' perception on the encouragement that the speaking tasks in their textbook have for the practice of speaking

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
10	Most of the speaking tasks encourage practice of speaking	F	12	70	2	6	-	90
		%	13.33	77.78	2.22	6.67	-	100

Item 10 asked the students if the speaking activities are encouraging them to practice speaking or not. Regarding to this point, 12(13.33%) and 70(77.78%) responded 'strongly agree' and 'agree' one after the other. And only 2(2.22%) and 6(6.67%) replied 'strongly disagree' and 'disagree' in respective order. Almost all 82(91.11%) of the students agreed on the point which means that the students judge the tasks encourage them to practice speaking.

Table 4.18: Respondents' perception on the possibility that the speaking tasks have to practice in the classroom

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
11	Most of the speaking tasks in the textbook are possible to practice in the classroom	F	10	65	5	10	-	90
		%	11.11	72.22	5.56	11.11	-	100

The 11th item invited students to answer whether the tasks are possible to practice in the classroom or not. Concerning this item, 10(11.11%) and 65(72.22%) replied 'strongly agree' and 'agree' respectively. On the contrary, 5(5.56%) and 10(11.11%) of the respondents answered 'strongly disagree' and 'disagree' respectively. It is possible to conclude from the obtained data that majority of the respondents 75(83.33%) agreed that the speaking tasks in their textbook are possible to practice in the classroom

Table 4.19: Respondents' perception on the relation that the speaking tasks in their textbook have in their daily life

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
12	The speaking tasks in our textbook are related to our daily life	F	19	60	4	5	2	90
		%	21.11	66.67	4.44	5.56	2.22	100

The 12th item which is raised to the students is if the tasks are related to their daily life or not. Regarding to this item, from the total of 90 students who gave response, 19(21.11%) and 60(66.67%) replied 'strongly agree' and 'agree' in respective. But the other respondents 4(4.44%) and 5(5.56%) answered 'strongly agree' and 'strongly disagree' and 'disagree' respectively. And 2(2.22%) respondents limited to 'undecided'. So, it is possible to say that majority of the students agreed that the speaking topics in their textbook are related to their

daily life. In addition, the results of interview also showed that the topics of speaking activities are related to the students' daily life and can makes them use their background knowledge.

Table 4.20: Respondents' perception on the student centeredness of the speaking tasks in their textbook

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
13	Most of the speaking tasks in the textbook are students centered	F	21	60	-	8	1	90
		%	23.33	66.67	-	8.89	1.11	100

Item 13 asked the students whether the speaking tasks in their textbook are student centered or not. To this item, from the respondents of 90 students, 21(23.33%), 60(66.67%) and 8(8.89%) responded 'strongly agree', 'agree' and 'disagree' respectively. And only 1(1.11%) respondent limited to 'undecided'. From this it is possible to state that almost all of the students agreed that the speaking tasks given in their English textbook are student centered which means they have the greatest share in taking part in the given activities.

Table 4.21: Respondents' perception on understanding of the pre, while and post stages of the speaking tasks in their textbook

No	Item		Strongly agree	Agree	Strongly disagree	Disagree	Undecided	Total
14	I understand the different stages of speaking tasks given in the text book	F	3	17	26	44	-	90
		%	3.33	18.89	28.89	48.89	-	100

The last item required students to respond if the speaking activities fulfill the stages of speaking tasks or not. Concerning this point, 3(3.33%) and 17(18.89%) answered 'strongly agree' and 'agree' respectively. But the other 26(28.89%) and 44(48.89%) answered 'strongly disagree' and 'disagree' in respective. One can conclude that above half 70(77.78%) of the respondents disagreed that the speaking tasks in their textbook don't fulfill the stages of speaking activities.

Additionally, the data gathered through interview and classroom observation revealed similar results. This shows that the speaking activities in the textbook have shortage of indicating these points. Consequently, it needs to show what the students to do during the pre, while and post stages of speaking activities. This implies that the textbook doesn't meet criteria set for nature of activities.

4.13 Results of Teachers' Interview

The researcher interviewed three teachers to investigate their attitude towards the speaking tasks of grade nine English textbook. They are coded as **T1** (teacher one), **T2** (teacher two) and **T3** (teacher three) along with the seven questions were forwarded to every three English teacher. Based on the responses obtained from each of them was discussed and analyzed together with the findings of classroom observation and questionnaire in the following manner.

The first question was concerned with whether the topics of speaking activities in the textbook are familiar to the students' day-to-day activity or not.

T1: *“Not all. Some of the topics are familiar some of them are not familiar to the students' daily life. That is why sometimes students are new for some of the ideas in the textbook and keep silent rather than speaking with the target language.”*

T2: *“I don't think so. Only some of the topics are familiar to the students' day- to -day activity and some others are not. Because sometimes they participate in the activities interestingly, but in other time they don't want to participate or stop in the middle.”*

T3: *“In my opinion, when students come to school they are not nil minded. What I mean is that, they know or have some hints concerning different issues that they gathered from the society, media and the subject they learn in the school such as Biology, Civics and Ethical Education. So, some of the topics are not strange for students. For example there are issues about money, HIV ADIS, celebrities and the likes.”*

All of the interviewees have almost the same perception to this item. They indicated that some of the topics of speaking tasks are familiar and some are not familiar to the students which even

hinder them from speaking. When they are asked to do some activities they have issues to talk about but for some others they don't have. So, it is possible to say that the topics of speaking tasks are to some extent familiar to the students. The data from students' questionnaire and classroom observation also showed the same results.

The second question was about if the speaking tasks promote students interest in the way that could arouse their motivation or not.

T1: *“As I have said more of the topics of speaking tasks nature familiar to the students, so most of the time they are interested in doing speaking activities except the interference of their mother tongue.”*

T2: *“Most of the speaking tasks ask students to do in group and pair. As I have mentioned before they are familiar to the students, so most of the time they promote students interest and also motivating them to speak but sometimes there is a problem of using their first language.”*

T3: *“Most of the time students are more interested and motivated in speaking class. I think it is because of their nature, means that they are suitable and interesting to the students.”*

Concerning this question, T1 and T2 seemed to have not different ideas T3 responded that he experienced somewhat little different idea. In other words, it sounds the outcome of all is nearly similar. As long as topics in the textbook are to some extent familiar to the students, they found them interesting. The reason is they may not find a difficulty in trailing thoughts to talk about. As a result, learners are motivated to carry out the speaking tasks for they have ideas to thrash out. This is also approved by the results of the questionnaire and classroom observation. This implies that the textbook regarding to the nature of activities to some extent meet the criteria set for communication.

The third question was concerned with whether the speaking tasks promote students to do in pair and group or not and what are the teachers and students role in those activities.

T1: *“Most of the tasks are student centered. Teachers do mostly the guiding and monitoring roles. And of course the tasks promote pair and group work. However, it's really messy, means*

that it paves the way for the students to talk loudly and mostly it is uncomfortable for the teacher to control things in the classroom.”

T2: *“Almost all of the tasks are given to the students to perform. So it is possible to say that the tasks are good in promoting pair and group work. Teachers’ role is to explain what the students have to do and then to control students activities.”*

T3: *“Of course most of the tasks encourage pair and group work activities. However, most of the time students want to use their mother tongue and moreover, they talk loudly this causes disturbance to the next door. Even though, it is good for the students to develop the target language. It’s a bit hard for teachers to take control. And most of the roles in the tasks are given to the students.”*

Concerning this issue, all the respondents expressed that they believed the speaking tasks promote pair and group work. Most of the tasks are student centered. Teachers have mostly a guiding and controlling role in the classroom. And sometimes they have roles to play in the given tasks. The data gathered through questionnaire and classroom observation also supports the interview result. For this reason, it is possible to generalize most of the speaking tasks promote pair and group work and students and teachers have their own roles in the given activities. Additionally, the textbook analysis also proved the above issue is true. This implies that most of the speaking tasks concerning the setting of activities meet the criteria set for communication and criteria set for nature of activities.

The fourth question was about whether the inputs of speaking tasks in the textbook are authentic or not.

T1: *“Actually there are lots of pictures used in the textbook, but only few of them are used for speaking tasks. Photos, model dialogues and others are also used to make the inputs authentic, but the textbook doesn’t let students to learn by using tapes and audio video materials. So, except some shortages it is possible to conclude that the inputs are somewhat authentic.”*

T2: *“There are different kinds of photos, model dialogues, pictures and others used in the textbook, but not that much enough when compared to the number of speaking tasks in the*

textbook. The other thing that I have observed is there are no tapes and audio video lessons that encourage students use as an input. So, I can say the inputs in the textbook are to some extent authentic. ”

T3: *“Of course I can say that the inputs of speaking tasks in the textbook are to some extent authentic. Because there are pictures, sayings of different countries, model dialogues and proverbs are used to some extent. But to increase the authenticity of the inputs if other kinds also added like audio video lessons is good.”*

With regard to the above question, all of the interviewees suggested the same thing that there are some kinds of authentic materials like pictures, photos, sayings to some extent, but the textbook doesn't support the speaking lesson by tapes and audio video materials. The data gathered through questionnaire and classroom observation also revealed similar results. Additionally, the textbook analysis indicated as there are different kinds of authentic materials but there aren't tapes, audio video materials in the lessons that support the speaking task. This implies that the textbook regarding to the authenticity of inputs of speaking tasks to some extent meet the criteria set for communication and criteria set for the nature of activities except the mentioned kinds of materials.

The fifth question was concerned whether the speaking tasks are purposeful in letting students use the language outside the classroom or not.

T1: *“Yes, I think. Most of the time speaking tasks asks students to practice real world use of language and most of the dialogues and role play have this kind of nature, so I can say they are purposeful.”*

T2: *“Yes, they are purposeful. Because most of the tasks let students practice the language that they might use outside the classroom.”*

T3: *“I think most of speaking tasks in the textbook are purposeful. They are mostly student centered, and have real world nature which asks students practice language that they could use outside the classroom.”*

All the interviewees described the point similarly without much difference. As teachers mentioned most of the activities are determined, because they ask students to do tasks which they could use outside the classroom in real life. The topics are well known, and students are interested and most of tasks have a real world nature. This is also approved by the result of questionnaire and classroom observation. Therefore, it can be concluded that they are purposeful. This shows that the speaking tasks in the textbook meet the criteria set for nature of activities of communication.

The sixth question was about whether the objectives of speaking tasks stated explicitly in the textbook or not.

T1: *“Yes, I think. Most of the time speaking tasks asks students to practice real world use of language and most of the dialogues and role play have this kind of nature, so I can say they are purposeful.”*

T2: *“Yes, they are purposeful. Because most of the tasks let students practice the language that they might use outside the classroom.”*

T3 *“I think most of speaking tasks in the textbook are purposeful. They are mostly student centered, and have real world nature which asks students practice language that they could use outside the classroom.”*

Regarding to this question, all of them gave almost similar response. They mentioned that the objectives of speaking tasks are stated explicitly and clearly in the way that teachers and students understand it easily. T3 added that students may not concern about the objectives unless their teachers tell them. The data gathered through students’ questionnaire and the results of textbook analysis also proved it. This implies that the textbook concerning the objectives of speaking tasks is in consistent with the theory of CLT and meet the criteria set for communication.

The seventh question was concerned with if the speaking tasks fulfill stages of tasks i.e. pre, while and post stages of speaking activities or not.

T1: *“Most of the tasks which are given in the speaking activities don’t fulfill the stages of speaking tasks”*

T2: *“I can say not all but most of the tasks start by telling students to do the given activities directly.”*

T3: *“To tell you the truth about this issue, as I have known it through my experience, most of the speaking tasks in the textbook don’t accomplish the three stages of speaking tasks.”*

Regarding to this question, all of the interviewees responded the same thing in different ways. According to their answer most of the speaking tasks do not fulfill the pre, while and post stages. The data gathered through questionnaire and classroom observation also proved the interview result. One can conclude that most of the speaking tasks in the textbook don’t fulfill the stages of speaking tasks. This implies that concerning the stages of tasks the speaking tasks in the students textbook don’t meet the criteria set for nature of activities.

4.14 Results of Classroom Observation

As it has been mentioned in 4.12.1 and 4.13, task topics are to some extent familiar to the students’ day- to- day life. As the researcher has observed four speaking classes in the same class, there were issues about money and finance and people and traditional culture. Students have informed such points in their former grade levels, and they have been participating in the given tasks and were discussing rising various issues concerning the topics, even though there is a problem of mother tongue interference. Out of four classes all of them were familiar to students’ which were mostly about culture of Ethiopia. The data collected through questionnaire and interview also proved what the researcher observed in the classroom regarding to the mentioned issue.

On the other hand, speaking activities in the textbook encourage students to do the speaking tasks collaboratively; that are discussions, dialogues and also role play activities. And out of four classes 3 of them were group work activities. As long as the topics are familiar to the students’ day- to- day life, which means they have a thing to talk about issues raised, this seems that it makes them interested and motivated as long as they won’t be dormant in a given

discussions. Students were having good discussions and were answering questions in all classes though there is still mother tongue interference. Concerning the main point raised in this paragraph, the results of questionnaire and interview also showed the same thing

The tasks in the textbook encourage students to work in pair and group. There are discussions and interviews that students have prearranged to do in pair and group. This was another interesting part of the tasks as long as it lets students to talk freely and to communicate their ideas without fear. However there was problem of mother tongue interference. The data which were gathered using questionnaire and interview strongly support the result of classroom observation. Additionally, the textbook analysis proved that as most of the speaking tasks encourage pair and group work. This implies that regarding to this issue, the textbook almost meet the criteria set for communication and nature of activities.

There are different kinds of inputs in the textbook to help students practice speaking using the given tasks. During the observation, from the available inputs in the textbook, two of them are inauthentic and the other two are authentic. As the researcher has observed there was only a picture used in two of classes. When compared to the number of speaking activities given, there aren't enough authentic inputs. The textbook analysis also indicated that picture is one of the dominant authentic inputs in the textbook.

As it has been said in 4.12.1, 4.13 and 4.12.2 tasks are familiar to the students and of interesting and motivating, so that students engage themselves in the activities freely and interestingly. The activities have also a real world nature, which brings real life contexts in the classroom. Students in this way learn real world use of language, for example, students were asked about winning lottery, in this way can practice a language concerning lottery which they may use outside the classroom. So that it can be said that the activities are purposeful in preparing students use the target language outside the classroom. Regarding to this point, the results that are shown by collecting data through questionnaire and interview also share the same idea. The implication that it shows, the textbook concerning the activities meet the criteria set for nature of activities.

Teachers and students have their own role to play in the tasks. Teachers tell students what to do and then they walk around the class to control what the students are doing. And finally they ask question and give a conclusion about the given topic and if the bell rings before they just do so they went out giving them homework that is the coming session. Students play the lion share part in performing the given tasks. As most of the activities are pair and group works, students work most of the activities in group in all classes. The data gathered through questionnaire also revealed this by its result. This implies that the textbook regarding to activities and setting meet criteria set for communication and nature of activities.

The activities start by telling students to do exercise directly and teachers also simply read the instructions and explain the students how to do. Students also work the tasks and show the teacher or practice out if the period is not over. And sometimes if the teacher gets time at the end he concludes the idea and gives them other tasks to do at home. In 3 classes they were given homework without conclusion for the period has been over but in the first two classes he tries to conclude what they have been discussing. The data gathered through questionnaire and interview also showed as most of the speaking tasks lack of fulfilling stages of task. This implies that the textbook concerning stages of speaking tasks though it is impossible to say completely but to some extent don't meet criteria set for nature of activities.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

This study has analyzed speaking tasks of grade 9 English for Ethiopia students' textbook to see if the tasks are prepared in the light of current theories of communicative task using Nunan's (1989) framework which considers the components of communicative tasks (goals, inputs, role, setting and activities) as well as the checklist for evaluating tasks.

As overall findings of the study reveals the speaking activities to some extent fulfill most of the criteria stated in the checklist which students are required in order to take parts orally. Based on the findings the following conclusions are made.

- ✓ Goals of the tasks meet students' interest and needs and are stated explicitly in the textbook.
- ✓ Contents and inputs are to some extent familiar to the students' day to day life. In addition, they give sufficient content for the students practice speaking in the classroom. However, the textbook doesn't let students to learn by using tapes, audio video which are kinds of authentic materials.
- ✓ Activities in the textbook to some extent meet the principle of the nature of communicative tasks. They are purposeful, have real world nature, motivating and they promote highly the use of group and pair work. However, they don't fulfill pre, while and post task stages.
- ✓ Role of learners and teachers are not explicitly stated in the textbook, but they are stated in the teacher's guide. This means that students may get it difficult to know their roles in performing specific tasks in a given activity.
- ✓ Students are found to be active in doing the speaking tasks, while teachers play most of the time the role of motivating and facilitating.
- ✓ Activities are suitable for group and pair work. They promote communicative or interactive learning.
- ✓ According to the information from both teachers and students, the topics of the activities are to some extent familiar to the students' day to day life. They are somewhat

interesting, motivating and purposeful. The tasks as well encourage pair and group work. However, according to these sources, the inputs in the speaking tasks are not to some extent authentic. Teachers confirmed that goals of the tasks stated clearly and that their roles are also clearly stated.

5.2. Recommendations

Based on the above findings, recommendations are made as follows:

- ✓ Familiar topics should be selected for the speaking tasks
- ✓ Authentic materials especially recorded tapes and audio video that the textbook let students to use need to be incorporated into the speaking tasks so as to make the activities more interesting and motivating.
- ✓ Tasks should be designed in a way that they fulfill the three stages. Things what students do during pre, while and post stages of speaking.
- ✓ Roles of learners should be explicitly stated in the textbook.
- ✓ In order to achieve the speaking tasks in the textbook that fulfill criteria set for communication and criteria set for nature of activities, the above shortcomings of the textbook should be taken in to consideration by curriculum designers, textbook writers and publishers to have appropriate and quality textbook.
- ✓ Concerning the analyzing of speaking tasks in currently in use grade 9 students' English textbook about which the researcher failed, further research should be conducted in the area of CLT and text evaluation on speaking and other language skills, such as reading and listening.

References

- Abdulatif Hajji-Ismail (2011). “*An analysis of the speaking tasks: the case of grade 12 English textbook.*” (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Abebaw Dessalew, (2012). “*An evaluation of the listening tasks presented in grade 12 english for Ethiopia textbook.*” (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Breen, M. (1987). *Learning Contributions to task Design*. Inc
- Brown, H.D (1994). *Principle of Language Learning and Teaching*. Englewood cliffs J.C: prentice Hall.
- Brown and Yule (1989). *Teaching the Spoken Language*. Cambridge: Cambridge University.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Candlin and D. Murphy (1987). *Language learning Tasks* . Englewood cliffs NJ: Prentice Hall.
- Cunningworth, A. (1984). *Evaluating and Selecting EFL Teaching Material*. London: Hineman.
- Conningworth (1995). *Choosing your Course Book*. London: Hineman.
- Ellis, R. (1999). *Understanding 2nd language Acquisition*. Shanghai: Shanghai: Shanghai Foreign Language Education press.
- Ellis, R. (2003). *Task-Based Language Learning & Teaching*. Oxford: Oxford University Press.
- Estaire, S. & J. Zanon (1994). *Planning Class work: a Task-Based Approach*. Oxford: MacMillan Heinemann.
- Galloway, A (1993). *n and Sample A Communicative language Teaching an Introduction Activities* ERIC Digest ERIC identifier.
- Harmer, J (1991). *The Practice of English Language Teaching* (New Edn). New York Longman Group Uk Ltd.

- Hutchinson, T. & Torres, E (1994). *The Textbook as Agent of Change*. *ELT Journal* 48 / 4:315- 327
- Howatt, A.P.R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
- Kilppel, F. (1994). *Keep Teaching*. Cambridge: Cambridge University Press.
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implication*. New York: Longman.
- Littlewood, W. (1981) *Communicative language Teaching: An Introduction*. Cambridge: Cambridge University Press.
- Matos, F (2000). *Teachers as a Textbook Evaluators on Interdisciplinary checklist* [http// www.eyrs. com / ELT publication /JATEFL](http://www.eyrs.com/ELT_publication/JATEFL)
- Nunan (1989). *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan (1991). *Language Teaching Methodology: A Textbook for Teachers*. London: Prentice Hall.
- Nunan (1992:). *Research Methods in Language Learning*. New York: Cambridge University Press.
- Nunan (1999). *Second language Teaching and Learning*. Boston: Heinle & Heinle Publishers Press.
- Nunan (2003). *Language Teaching Methodology*. New York: Prentice Hall.
- Richards, J. & Rodgers, T (1986). *Approaches and Methods in language Teaching: Description and Analysis*. Cambridge: Cambridge University Press
- Richards, J. C. (1990). *The language Teaching Matrix*. Cambridge: Cambridge University Press.

- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in language Teaching*.
Cambridge: Cambridge University Press.
- Rivers, W. (1980). *Teaching Foreign- Language Skill*. Cambridge: Cambridge University Press.
- Savignon, S. (1991). *Communicative language Teaching State of the Art TESOL Quarterly*
25(2): 261-277
- Selinger, P. (1997). *Helping Students to Speak*. London: Richmond Publishing.
- Sheldon, L. (1988). *Evaluating ELT Textbooks and Materials*, *ELT Journal*, 42/4. Oxford :
Oxford University press.
- Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford
University Press.
- Tiglu Geza, (2008). “*The study of the appropriateness of communicative grammar teaching at
grade 10.*” (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Tomlinson, B (2002). *Material Development in language teaching*. Cambridge: Cambridge
University press.
- Ur, P. (1996). *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge
University Press.
- Widdowson, H.G (1987). *Teaching language as Communication*. Oxford: Oxford University
Press.
- Willis, J. (1996). *A framework for Task- Based learning*. London: Longman.
- Willis D. and J. Willis (1987). *Varied Activities for Variable Language*. *ELT Journal*.

Appendix

Appendix A (criteria set for communication)

1. Goals

- ✓ To what extent do the tasks reflect a real world or pedagogic rationale?
- ✓ To what extent are the goals of the tasks obvious to the students and teachers?
- ✓ Do the objectives of the tasks encourage learners to apply classroom learning to the real world use of language?
- ✓ Are the objectives of the tasks likely to be interesting and motivating to the students?

2. Inputs

- ✓ What forms does the input take?
- ✓ Is it authentic?
- ✓ Do they match to the interests of the students?

3. Activities

- ✓ Are the activities appropriate to the communicative goals of the tasks?
- ✓ Are the tasks designed in a way which will allow learners to communicate and cooperate in group?

4. Roles

- ✓ What learners and teachers roles are inherent in the tasks?

5. Setting

- ✓ Is the setting confined to the classroom?
- ✓ Is the setting promoting group and pair work activities?

(Adapted from Nunan, 1989)

Appendix B (criteria set for nature of activities)

Nature of the activities

- a. The task has to be motivating.
- b. The tasks must elicit real world communication.
- c. The tasks must have a purpose that goes beyond a classroom exercise.
- d. The task should preferably be for pair and group work.
- e. The task should be authentic.
- f. The task must elicit a pre, while and post task stages.

(Adapted from Nunan, 1989)

Appendix C (questionnaires for students)

STUDENTS' QUESTIONNAIRE

Dear student, this questionnaire is designed for the purpose of educational research for post graduate study at Adama Science and Technology University (ASTU), School of Social Science and Humanities, Department of English. The researcher is interested only in investigating your attitude towards the speaking tasks in your textbook. Therefore, your genuine responses to the entire questions are extremely valuable for the study.

The questionnaire has two pages, which are composed of instruction and different question. **Part One** deals with instructions on how to complete the questionnaire. **Part two** consists of 15 questions which are designed to obtain information on the speaking tasks of grade nine textbook in general.

So, you are politely requested to read all questions carefully and to respond honestly to provide the required information. You can provide your answer by making (✓) mark in the column that match your position most according to the given degree.

SA-(Strongly Agree)

D-(Disagree)

A-(Agree)

U-(Undecided)

SD-(Strongly Disagree)

Thank you in advance for your cooperation!

No	Statement	SA	A	SI	D	U
1	Most of the topics of speaking tasks in the textbook are familiar to me.					
2	Most of the speaking tasks in the textbook are interesting and motivating to me.					
3	I like to do in pair and group most of speaking activities.					
4	The speaking tasks in our textbook encourage us to do in pair and group.					
5	Most of the speaking tasks in our textbook let us use pictures, tapes and audio video.					
6	The speaking tasks in our textbook helps me to use English outside the classroom.					
7	Most of the speaking tasks in our textbook encourage individual work.					
8	Most of the objectives of the speaking tasks are clear to me.					
9	The objectives of the speaking tasks are interesting and motivating to me.					
10	Most of the speaking tasks encourage practice of speaking.					
11	Most of the speaking tasks in the textbook are possible to practice in the classroom.					
12	The speaking tasks in our textbook are related to our daily life.					
13	Most of the speaking tasks in the textbook are student centered.					
14	I understand the pre, while and post stages of speaking tasks given in the textbook.					

Appendix D (interview questions for teachers)

Interview for the teachers

The aim of this interview is to gather data for a study that has been designed to analyze the speaking tasks of English for Ethiopia grade nine students' textbook and see if they are consistent with the theory of communicative language teaching.

Dear interviewee, this form is prepared to get your informed consent thereby to take part and provide data to the interview prepared for educational study for post graduate program at Adama Science and Technology University, School of Social Science and Humanities, Department of English. The aim of this face- to- face interview is to know your attitude towards the speaking tasks given in the student's textbook. Therefor your genuine responses to the entire interview are extremely valuable.

So, when you are taking part in the interview session, you will be asked questions about the speaking tasks given in the student's textbook.

The information you provide will be kept confidential and you won't be identified. If you have any enquiry about the study and the procedures of providing data (answering questions), you are at library to ask the researcher at any time. You can also contact ASTU for any information on the study.

I understand that the data collected will be used to analyze the speaking tasks of grade nine students' English textbook and see if they are consistent with the theory of CLT in EFL lesson. So, I consent that the data is going to be used in this manner only and I also saw the researcher sign to use the data for the purpose of indicated.

If you wish to take part in this study please put your name and sign below.

Name -----Sign-----Date-----

I the researcher, consent to the interview data as described above.

Name -----Sign-----Date-----

1. Do you think the topics of the speaking tasks familiar to the students' day to day activities?
2. Do you think the speaking tasks promote students interest in the way that they could arouse their motivation?
3. Do the speaking tasks promote students to do in pair and group? And what is teachers and students role in those activities?
4. Do you think the input of speaking tasks in the textbook are authentic?
5. Do you think the speaking tasks are purposeful in letting students use the language outside the classroom?
6. Do you think the goals of the speaking tasks stated explicitly in the textbook?
7. Do the speaking tasks fulfill stages of tasks i.e. pre, while and post stages of activities?

Appendix E (an observation checklist)

Name of the School: -----

Grade: -----

Subject: -----

Date: -----

Period: -----

No	Criteria	Yes	No
1	Are the topics of speaking tasks familiar to the students?		
2	Are the speaking tasks interesting and motivating?		
3	Do the speaking tasks promote the use of pair and group work?		
4	Are the inputs in the speaking tasks authentic?		
5	Are the speaking tasks purposeful in encouraging the students to use the target language outside the classroom?		
6	Are the speaking tasks mostly student centered?		
7	Do the speaking tasks fulfill the stages of tasks?		

Appendix F (Interview questions for teachers)

Researcher: Do you think the topics of the speaking tasks familiar to the students' day to day activities?

Teacher 1: Not all. Some of the topics are familiar some of them are not familiar to the students' daily life. That is why sometimes students are new for some of the ideas in the textbook and keep silent rather than speaking with the target language.

Teacher 2: I don't think so. Only some of the topics are familiar to the students' day- to -day activity and some others are not. Because sometimes they participate in the activities interestingly, but in other time they don't want to participate or stop in the middle.

Teacher 3: In my opinion, when students come to school they are not nil minded. What I mean is that, they know or have some hints concerning different issues that they gathered from the society, media and the subject they learn in the school such as Biology, Civics and Ethical Education. So, some of the topics are not strange for students. For example there are issues about money, HIV ADIS, celebrities and the likes.

Researcher: Do you think the speaking tasks promote students interest in the way that they could arouse their motivation?

Teacher 1: As I have said more of the topics of speaking tasks nature familiar to the students, so most of the time they are interested in doing speaking activities except the interference of their mother tongue.

Teacher 2: Most of the speaking tasks ask students to do in group and pair. As I have mentioned before they are familiar to the students, so most of the time they promote students interest and also motivating them to speak but sometimes there is a problem of using their first language.

Teacher 3: Most of the time students are more interested and motivated in speaking class. I think it is because of their nature, means that they are suitable and interesting to the students.

Researcher: Do the speaking tasks promote students to do in pair and group? And what is teachers and students role in those activities?

Teacher 1: Most of the tasks are student centered. Teachers do mostly the guiding and monitoring roles. And of course the tasks promote pair and group work. However, it's really messy, means that it paves the way for the students to talk loudly and mostly it is uncomfortable for the teacher to control things in the classroom.

Teacher 2: Almost all of the tasks are given to the students to perform. So it is possible to say that the tasks are good in promoting pair and group work. Teachers' role is to explain what the students have to do and then to control students activities.

Teacher 3: Of course most of the tasks encourage pair and group work activities. However, most of the time students want to use their mother tongue and moreover, they talk loudly this causes disturbance to the next door. Even though, it is good for the students to develop the target language. It's a bit hard for teachers to take control. And most of the roles in the tasks are given to the students.

Researcher: Do you think the input of speaking tasks in the textbook are authentic?

Teacher 1: Actually there are lots of pictures used in the textbook, but only few of them are used for speaking tasks. Photos, model dialogues and others are also used to make the inputs authentic, but the textbook doesn't let students to learn by using tapes and audio video materials. So, except some shortages it is possible to conclude that the inputs are somewhat authentic.

Teacher 2: There are different kinds of photos, model dialogues, pictures and others used in the textbook, but not that much enough when compared to the number of speaking tasks in the textbook. The other thing that I have observed is there are no tapes and audio video lessons that encourage students use as an input. So, I can say the inputs in the textbook are to some extent authentic.

Teacher 3: Of course I can say that the inputs of speaking tasks in the textbook are to some extent authentic. Because there are pictures, sayings of different countries, model dialogues and proverbs are used to some extent. But to increase the authenticity of the inputs if other kinds also added like audio video lessons is good.

Researcher: Do you think the speaking tasks are purposeful in letting students use the language outside the classroom?

Teacher 1: Yes, I think. Most of the time speaking tasks asks students to practice real world use of language and most of the dialogues and role play have this kind of nature, so I can say they are purposeful.

Teacher 2: Yes, they are purposeful. Because most of the tasks let students practice the language that they might use outside the classroom.

Teacher 3: I think most of speaking tasks in the textbook are purposeful. They are mostly student centered, and have real world nature which asks students practice language that they could use outside the classroom.

Researcher: Do you think the goals of the speaking tasks stated explicitly in the textbook?

Teacher 1: Yes, I think. Most of the time speaking tasks asks students to practice real world use of language and most of the dialogues and role play have this kind of nature, so I can say they are purposeful.

Teacher 2: Yes, they are purposeful. Because most of the tasks let students practice the language that they might use outside the classroom.

Teacher 3: I think most of speaking tasks in the textbook are purposeful. They are mostly student centered, and have real world nature which asks students practice language that they could use outside the classroom.

Researcher: Do the speaking tasks fulfill stages of tasks i.e. pre, while and post stages of activities?

Teacher 1: Most of the tasks which are given in the speaking activities don't fulfill the stages of speaking tasks.

Teacher 2: I can say not all but most of the tasks start by telling students to do the given activities directly.

Teacher 3: To tell you the truth about this issue, as I have known it through my experience, most of the speaking tasks in the textbook don't accomplish the three stages of speaking tasks.