



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH

AN ASSESSMENT OF THE COMMUNICATIVE TASKS OF
GRADE TEN ENGLISH FOR ETHIOPIA TEXTBOOK:
THE CASE OF SPEAKING SKILL

BY
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An Assessment of the Communicative Tasks of Grade 10 English for Ethiopia Textbook:
The Case of Speaking Skill.

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Declaration

I, the undersigned candidate declare that this thesis is my original work and has not been presented for a degree in any other universities and all sources of the materials used for the thesis have been acknowledged.

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List of Acronyms

CLT Communicative Language Teaching

EFL English as a Foreign Language

L₂ Second Language

TBLT Task based language teaching

TEFL Teaching English as a Foreign Language

Abstract

The aim of the study was to assess the speaking tasks of grade ten English for Ethiopia students' textbook at Heben Degaga Secondary School with a major objective of assessing whether the tasks in the textbook were designed in light of current theories of communicative language teaching. In order to achieve this aim, the research questions asked were to review how capable the tasks in the students' textbook were to initiate students communicative skill, to identify the role of students in the teaching and learning of speaking skill and to analyze the effectiveness of the presentation of communicative tasks to promote students' speaking skill. To achieve this aim, the teachers' guide and student textbooks were used as sources of data and they were reviewed in terms of goals, inputs, activities, roles and setting using Nunan's (2004) framework. In addition, tasks were assessed to see how motivating, authentic, and purposeful they were, and to identify whether they reflect real world use of language as well as how they would promote pair and group work. Research methods employed for data collection include classroom observation, to see how tasks were implemented; and questionnaire and interview were used to assess teachers and students attitudes towards the speaking tasks. The findings showed that the goals of the tasks appeared to match students' need and interest. The contents used as inputs seemed to be familiar to the students even though they lack authenticity. The tasks were also purposeful; were able to promote pair and group work activities. Students played more roles in terms of implementing the tasks compared to teachers. However, the text book could not provide situation to both teachers and learners to prepare speaking tasks for communicative purpose even though the text book should give opportunities to the teachers to design the tasks by themselves. Finally, based on the findings, recommendations were forwarded for possible improvements and remedial measures.

Key words: *authenticity, communicative purpose, contents, effectiveness, goals, inputs, tasks,*

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1. Introduction

This chapter provides detailed information on the following points. First, attempts are made to provide highlights on the background of the study, the statements of the problems and the objectives of the study. Following this, the research questions designed to achieve the objectives, the significance and delimitation of the study are the other issues incorporated under this section. Next to this, limitation and organization of the study are discussed. Finally, definitions to frequently used terms are given.

1.1 Background of the Study

Teaching speaking skill for communication is one of the most important tasks in EFL (English as a Foreign Language) classes. Since it is a productive skill, teacher's effort is needed to improve their student's skill. Besides, one of the main aims of language teaching is to enhance communication and one of the ways in which this takes place is through speaking (Brown and Yule, 1989).

According to Brown and Yule, developing students' communicative skill is not an easy task for many English teachers, particularly to those who teach English as a Foreign Language (EFL). This difficulty happens for different reasons, for instance, lack of motivation and encouragement, lack of support, use of inappropriate methodology, sufficient time for learning and difficulties in finding authentic situation to motivate the students to communicate in the foreign language, spoken language production, learning to speak in the foreign language are often considered to be some of the most difficult aspects of learning the language. However, the mastery of speaking skill in English is always a priority for many second and foreign language learners.

Consequently, learners are also expected evaluate their success in learning language as well as their effectiveness of their English courses on the basis of how well they have improved their communicative ability. Designing tasks for the development of speaking skill is the important elements; and communicative language teaching is also important in providing the whole task practice, in improving students' motivation, in allowing natural learning etc.

In this respect, most definitions of tasks suggest that tasks are concerned with communicative language use. In other words, tasks refer to undertakings in which the learner comprehend procedures, produce and interact in the target language in the context in which they are focused on rather than on their form (Richards ,1990) .

In light of this, students' textbook is one of the decisive factors in addressing students' proficiency in language learning. The students' textbook consists of different contents and tasks so as to address the desired outcomes from learning the target language. For example, Richards and Rodgers (2001) and Ur (1996) imply that as textbooks have positive and vital roles to play in the day-to-day language teaching and learning, their importance has become even greater and larger from time to time. Textbooks are also critical ingredients in learning the intended language.

Text books also appear to be the heart of teaching centers. AS Hyneman (2006) notes, textbooks can be cognitive cement behind a fully literate society. Although several practitioners like Grant (1987) claim perfect textbooks do not exist, yet there is an optimistic willingness towards finding the best possible ones that will fit and be appropriate to the particular learner group. Besides, Allwright (1999) states that textbooks are seen as resource books for ideas and activities rather than as instructional materials. However, if this receptacle of ideas is not employed right, it can be a source of deviation.

Along the same line, Sheldon (1988) takes a conservative perspective toward using textbooks. To Sheldon, textbooks do not only represent the visible heart of any ELT program, but also offer considerable advantages for both students and the teachers when they are being used in ESL/EFL classrooms. According to Haycroft (1998), among the advantages of textbooks, they serve considerably as culturally essential elements for students since students can be informed about their progress and their achievement can be evaluated based on them. As a result, using textbooks, due to their credibility, gives students much confidence since textbooks are generally sensitive to students' needs (O'Neil, 1982).

Traditionally, EFL learning focuses on the language as a structured system of grammatical pattern. And the main focus of EFL teaching in the past was making students produce grammatically correct sentence.

But this view couldn't let learners use their language in a natural setting. This is because students were worrying about how to produce grammatically correct sentence instead of using the language for communicative purposes. As a result of this, CLT emerged to overcome those problems seen within the traditional approach of language learning.

Therefore, CLT mainly targets on purposive teaching and learning of the language for mastering communication. In line with this, the aim of the New Education and Training Policy in our country's context was to change the traditional approach of language teaching, which focuses on the language's linguistic structure, to communicative language teaching where EFL teaching was given mainly for the purpose of communication (MoE, 1995).

Hence, based on the discussions provided above, the main concern of this study was to assess the communicative tasks which are found in grade ten students textbook thereby to see whether they allow students practice communicative skill based on theories of CLT using the framework designed by Nunan (2004). This is because Nunan's framework gives detailed information on how to apply tasks for language teaching and it was found to be recent sources as far the researcher knowledge was concerned.

1.2 Statements of the Problems

Communicative skill is one of the most important skills in teaching English as a foreign language. But this has not been successfully addressed for different reasons. For example, Richard and Rodgers (1986) suggest that speaking can be developed by speaking and they urge that students need to have the opportunities to use the language both in and out of the classroom if they have to develop their language skills. However, speaking has been taught in a way that could not enable learners to use the language effectively. Now-a-days, a look at the teaching of communicative skills in most of speaking classes' reveals that it has been characterized by traditional learning approaches.

Numerous studies and educational reports have pointed out that the solitary models of the traditional teaching method tend to make students overtly passive and indifferent to what is being taught (Hamm & Adams, 1992; Liang, 1996; and Wei, 1997) as cited in Liang (2002).

Besides this, traditional whole-class lecturing method, for instance, is found to be one of the major causes of the generally low English proficiency and the declining interest of English learning in Taiwan (Tsai, 1998; Wei, 1997 and Yu, 1995) as cited in Liang (2002).

As Abdulatif (cited in Meseret, 2013), stated the speaking tasks in many of the course materials being used in Ethiopia's language programs, particularly in higher level programs, appear to lack some qualities. In other words, the teaching materials do not seem to help students meet the 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. And also when it comes to my school contexts, there is a serious problem on students' oral communication. Even though students had been learning English for the last nine or ten years, they couldn't express their feelings in English. The problem might be associated with either to the course materials or it could be related to teachers' traditional way of teaching the language.

Moreover, communicative tasks are very important for developing learner's second language and foreign language speaking skills. They make students learn the language in a meaningful way. And they also provide the students with a real situation in which the language is learned through a real setting. In such activities, students are motivated to work together to develop a plan, resolve a problem and complete a task. Tasks are intended to provide full opportunities for both input and output requirements which are believed to be key processes in language learning (Richards and Rodgers, 1986). However, the reality of using communicative tasks to help improve students' language competence both in the Ethiopian and global contexts has been a point of concern for educators and learners alike.

As Nunan (1989) pointed out language learning tasks also give learners many opportunities to interact in the target language, allow them to incorporate authentic text in to learning and let learners use their own insight. In addition to this, language learning tasks are the very essential elements of any activity for the mastery of that particular language due to their authenticity. Carroll (1993) states that tasks are activities in which a person engages, given an appropriate setting, in order to achieve a specifiable class of objectives. But learning tasks for a language class need to be prepared under careful preparation and need to meet the objectives of learning. This implies that tasks should address learners' interest and motivation.

Therefore, the study aims to assess the communicative tasks of grade 10 students' textbook and to see whether they match with theories of communicative language teaching or not. Although studies were carried out related to assessing speaking tasks found in grade nine English for Ethiopia Students' textbook, for example, by Meseret (2013), the present study was different from the previously conducted research. Related research on similar topic was done on grade nine English for Ethiopia textbook and the data collected for previous studies mainly focused on text analysis. Besides, little attention was given to students to gather information to analyzing the speaking tasks available on students' text book. But this study differs from them in that it was assumed that valuable information would be gathered from the learners for the study. Likewise, a lot of data was obtained from students instead of only focusing on the text analysis and this was the difference between this study and the former ones.

1.3 Objectives of the Study

This study had the following general and specific objectives.

1.3.1 General Objective

The general objective of this study was to assess the communicative tasks found in Grade 10 English for Ethiopia Students' Textbook and to see if the tasks were consistent with the theories of communicative language teaching.

1.3.2 Specific Objectives

The specific objectives which the study tried to address were to:

- Identify whether the communicative tasks initiate the teaching and learning of speaking skill for communication.
- Assess the communicative role students' play during the teaching and learning of speaking skill.
- Assess whether the presentation of communicative/speaking tasks for classroom practice was in line with theories of communicative language teaching.

1.4 Research Questions

Based on the objectives stated above, the following research questions were designed. The research questions were:

- How capable were the tasks in students' textbook to initiate teaching and learning of speaking skill for communication?
- What were the communicative roles of students' in the teaching and learning of the speaking skill?
- How effective was the classroom presentation of communicative tasks to promote students' speaking skill?

1.5 Significances

The aim of the study was to assess the appropriateness of the communicative tasks of Grade Ten English for Ethiopia Textbook the case of speaking skill based on Nunan (2004) criteria. Thus, the finding of the study was hoped to provide information and insight to teachers, students, material producers and other concerned bodies.

First, the finding was hoped to inform teachers and students how capable the tasks given in the text are to initiate students to use the language for communication.

It was also hoped to inform which tasks or activities were missing and what teachers must do to design useful ones to promote students oral communication or speaking skill. The finding was also expected to implement or present the communicative tasks in an interesting and motivating way thereby students would become effective in the communication or speaking skill.

Second, the finding was hoped to inform material producers what the actual classroom practice of implementing communicative tasks look like and what should be considered in properly implementing them. Besides, the finding was expected to inform concerned bodies on what should be considered during the designing of communicative tasks for meaningful English language teaching and learning.

Third, the finding of the study would help as stepping stone for further researchers to continue from where this study stopped, to use the study in other contexts or its findings as a reference.

1.6 Delimitation

The aim of the study was to assess the effectiveness of communicative tasks in grade ten English for Ethiopia student text book. Although the text book contains other tasks for all the language skills, this study was delimited to reviewing speaking tasks by taking from 12 chapters on the students' textbook. The study was also delimited to one grade level, grade ten and one school, Heben Degaga Secondary school in Heban Arsi Woreda. The study was also delimited to using 3 teachers and 28 student samples in addition to being delimited to the use of questionnaire, classroom observation and text review as research methods.

1.7 Limitations

The result of the study would have been generalizable to a larger context if it had included more number of professionals (textbook writers and curriculum designers) in the area and more grade levels and more schools. Moreover, during the course of the study, various problems were faced. These include problems, such as, lack of related studies; lacks of reference materials on reviewing communicative task. The other problem the researcher faced during the study was lack of internet access to gather the required information from different sources which could be used as an input for the study.

Still problems which the researcher faced were that some respondents' were not interested to give data to the study and that of not being punctual or being late to the time scheduled for data collection. However, the researcher managed to handle these problems by making every effort needed.

1.8 Organization of the Study

This study was organized in to five chapters. The first chapter presents an overall introduction to the background of the study. That is, under its various sub sections, background of the study, statement of the problem, objectives and research questions of the study, significance and delimitation of the study and as well as limitation and definition of key terms are presented. The second chapter reviews relevant literature and provides a theoretical rationale for the present study. The third chapter discusses the research methodology and the research design used to carry out the study. Here, the research design, the sampling techniques, instruments and

procedures of data collection and the method employed for data analysis are discussed. Besides, issues related to validity and reliability and discussion on research ethics were incorporated under this unit. Next, the data collected were analyzed and the results ensued were presented in Chapter Four. The last chapter of the study deals with the provisions of discussions, such as, the summary, the conclusions and the possible recommendations based on the finding of the study.

1.9 Definition of Key Terms

In this section, attempts are made to provide working definitions to some of the basic terms and concepts as per the context they were used in the study.

Authenticity: - is about using materials which are not prepared for the primary use of teaching.

Goals: - the general intention behind any task.

Input: - refers to the spoken, written and visual data that learners work within the course of completing a task.

Tasks: - are activities in which a person engages, given an appropriate setting in order to achieve a specifiable class of objective.

Role: - refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

This chapter provides detailed review of literature and studies related to the present study. In so doing, the chapter starts by providing the reason for language teaching, definition of tasks and language teaching goals. Then, it presents discussion about task based language teaching. Next to these, the chapter mainly focuses on communicative language teaching, learners' role in a language teaching and the nature of speaking tasks in a language teaching. Finally, the chapter aims to discuss on some of the components of communicative tasks.

2.1 Language Teaching

In his attempt to explain what language teaching is Brumfit (1990) asks these questions: "Why do we teach foreign language in schools and why, for that matter, do we teach Mathematics or physics? Clearly, not simply for the learner to be able to write to a foreign pen- friend, to be able to calculate his income tax or understand his domestic fuse-box, though these are all practical by-products of the learning process.

Harmer (1991) stated that 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. Particularly teaching the speaking skill, which engages learners to participate 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 sentence, which are integrated into highly structured paragraphs. Spoken language on the other hand consists of short, often fragmentary utterances, in form pronunciations. There is often a great deal of repetition and overlap among speakers besides, speakers frequently use nonspecific references.

2.2 Speaking

Speaking, as Karen (1994) defines it, it is an expressive language skill in which the speaker uses verbal symbols to communicate. When we speak, we are composing with language by constructing meaning. Speaking allows us to develop new thoughts as we create ideas. Spoken language production or learning to speak in the foreign language is often considered to be one of the most difficult aspects of language learning and difficult for the teachers to help the students learn the skill. The practical problems are obvious. In written production, each writer writes without disturbing the rest of the class at his own speed; whereas, in the production of speech, each speaker speaks, in the meantime this speaker requires to be listened to. 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 demanding on the role of the teacher than the effort other skills require (Brown and Yule, 1989). In relation to this idea, Nunan (2003) says that 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.

2.3 Definition of Language Learning Tasks

Scholars define language teaching tasks in various ways. But what makes them similar is all tasks in a language teaching have a great role for both the students and teachers in achieving language teaching goals. For example, Crookes (1986) defined tasks as a piece of work or activity, usually with specified objectives undertaken as part of educational course, at work or used to elicit data for research. From this definition tasks are used as a channel which guides us to a specified objective of language learning. Bachman and Palmer (1996) also defined tasks as an activity that involves individuals that using the language for the purpose of achieving a particular goal or objective in a particular situation. Carrol (1993) describes tasks as any activity in which a person engages, given an appropriate setting in order to achieve a specifiable class of objectives.

From the above definitions we can conclude that as tasks are very crucial in teaching a given language since it is through this device which students practice the language as they are in a real

life situation. For instance, there is an indication as a task is an activity which a person engages in order to attain an objective and which necessitates the use of the language. And in addition to this, tasks primarily focus on the meaning rather than linguistic outcomes. Willis (1996) describes language learning tasks as an activity where the target language is used by the learners for a communicative purpose in order to achieve the desired outcomes. Besides, Skehan (1998) also describes characteristics of language teaching tasks as:

- a) Meaning is prioritizing,
- b) It is the way in which communicative barriers are to be solved, and
- c) Task completion has some priority and the assessment of tasks is internal of outcomes. (p. 36)

2.4 Task-based Language Teaching

The concept of ‘task’ has become an important element in syllabus design, classroom teaching and learner assessment. It underpins several significant researched agendas, and it has influenced educational- policy making in both ESL and EFL setting Nunan (2004). Regarding task-based language teaching, Nunan has the following to say:

“Task –based language emphasizes on learning to communicate through interaction in the target language. Besides, task- based language teaching should focus on the introduction of authentic texts in to the language learning situations. It also includes the provision of opportunities for learners to focus on the learning process itself. All these have their own contribution for the enhancement of learners’ own personal experience as important contributing elements to classroom learning.” (p. 44).

2.5 Communicative Language Teaching (CLT)

The origin of Communicative Language Teaching (CLT) is to be found in the changes in the British language teaching tradition dating from the late 1960s (Richard and Rodgers, 2001). According to these scholars, one of the characteristics of Communicative Language Teaching is that it says systematic attention to functional as well as structural aspect of language. And some of the views of CLT approaches are as follows.

The primary function of language is for interaction and communication. Language is a system for the expression of meaning. The structure of the language reflects its functional and

communicative use. This view shows that as the central focus of the language teaching is for communicative purpose and classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence. And also language teaching techniques are designed to engage learners in the authentic and functional use of the language for meaningful purposes. Besides this, these days it is generally accepted that language is more than a set of grammatical rules, attendant sets of vocabularies to be memorized. It is a dynamic resource for creating meaning (Nunan, 2004).

In short, the basic insight that language can be taught as a tool of communication rather than a set of phonological, grammatical, or lexical items to be memorized led to the notion of developing different learning program to reflect the different communicative needs of disparate group of learners. No longer was it necessary to teach an item simply because it is there in the language (Nunan, 2004).

2. 6 Learners' Role in a Language Teaching

Nunan (2004) stated that, learner centeredness has been an influential concept in language pedagogy for many years, and like, Task Based Language Teaching (TBLT), it has a strong link with communicative language teaching. Although learner centered curriculum contains similar elements with that of traditional elements , a key difference is that information about learners , and where feasible , from learners will be built in to all stages in the curriculum process from initial planning , through implementation ,assessment and evaluation.

Curriculum development becomes a collaborative effort between teachers and learners, since learners will be involved in decision of content selection and methodology applied in the process of teaching a language (Nunan 1988). And also literature on learner-centered teaching pointed out the advantage of linking learner-centeredness with learning tasks. They draw attentions to the frequent disparity between what the learner intends as the outcome of tasks, and what the learners actually drive from it.

2.7 Nature of Speaking Tasks (Activities)

According to Nunan (1989) 'activities' specify what learners will actually do with the input which forms the joint of departure for the learner's tasks. Due to this balanced communicative

activities play an important role in language to improve communicative skills of the learners in the classroom. According to him a good task can be realized it comes up with the following requirements. They include:

1. Tasks should be motivating- motivation has its own role in learning a foreign language. For instance, according to Littlewoods (1981) motivation in some kind of internal drive that encourages somebody to pursue a course of action.
2. Tasks must elicit real communication. The very purpose of the language is for communication. Of all the language skills speaking seems intuitively the most important. (Ur, 1996).
3. Tasks must have a purpose that goes beyond a classroom exercise. If tasks are 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. This means, on what is being said or written and not on a language form (Harmer, 1991). On the other hand, tasks, which aim at promoting awareness of language form, make students aware of particular language features, initiating them to think about the given tasks. These tasks are likely to be more beneficial in the long run than form focused activities. And they are aimed at automating production of a single item (Willis, 1996).

4. Tasks in a text should be authentic. Authentic texts are those that have been produced in the course of genuine 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 sources.

2.8 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 carryout in everyday life. Communicative tasks are very important for developing learners F1/L2 (foreign and second language) speaking skills. They provide a purpose and a desire to communicate. Communicative output activities allow students to practice using all of the language they know

in situations that resemble real settings. In these activities students must work together to develop a plan resolution 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 must contact with authentic target language through which students are required to use real language, in classes where CLT (communicative Language Teaching) 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 (Communicative Language Teaching). The *second* feature of communicative task is experiential property. In contrast, with analytic factor, experiential feature is global and non-analytic which learners are invited 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.

2.9 Components of Communicative Tasks

Nunan (1989) suggested that communicative tasks contain different components which teachers take into account during communicative language teaching. These include: goals, inputs and activities. Goals mean 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.

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 at a level that he/she is capable of understanding (Ellis 1999).

According to (Krashen, 1985) Textbooks play a great role in teaching and learning of the language. In some or all of their aspects they should have correct, recent and Standard English as well. The language input in instructional materials must be comprehensive and it should match the abilities of the students. Comprehensible input in the target language is both necessary and sufficient. More to the point, Cunnings worth (1995) says that teaching materials can be enriched through authentic inputs. And teaching materials can promote autonomy and self-reliance by incorporating authentic conditions, creating realistic situation and encouraging learners to participate in activities which develop communicative skills.

Activities refer to what participants do with the input, which forms the point of departure for the learning tasks. Nunan (1989) 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. In his characterization, speaking seems the most important activity.

2.10 Purposes of Communicative Activities

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

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.

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.

Communicative activity provides 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 efforts to learn.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

In this chapter attempts are made, first, to discuss the research design and methodology. Then, the sampling technique and instruments used for data collection are presented. Third, procedures used to collect data are discussed. Next, attempts are made to show detailed discussion of data analysis gathered from different sources. Fifth, issue of validity and reliability of the data gathering process are presented. Finally, discussions concerning ethical issues undertaken during the research are presented.

3.1 Research Design

The main focus of this study was to assess the communicative tasks of grade ten English for Ethiopia students' textbook. To achieve this objective, the study employed descriptive researches design. This is because the aim of descriptive research is to describe the state of certain situations as they exist. It also doesn't try to make a change on the problem to be studied by making a test or experiment (Kothari, 2004). Therefore, as the aim of the study was to make report on the actual state of the presence of communicative tasks in the textbook, descriptive type of research study was used.

However, the descriptive research design employed in the study was having mixed method research to collect quantitative and qualitative data to address the research problem effectively. The use of qualitative and quantitative data in a study was useful for various purposes. First, as the aim to use mixed method is that when data from qualitative and quantitative are used in a single study, the data from different instrument will support each other and will help the weakness one data source has with the strength of the other (Dowson, 2007). Second, collecting data from different sources give sample evidence thereby to review the problem under investigation from different angles (Kothari, 2004). Therefore, the instrument used to gather quantitative and qualitative data for the study were text review, questionnaire, observation and semi- structured interview.

3.2 Sampling

This section provides the techniques used to sample the study site, the sources for data collection, the grade level for the study, and the participants of the study (teachers and students).

3.2.1 Site of the Study

The site where this study took place was in Oromia Region, West Arsi Zone, Heben Arsi Woreda. In this Woreda, there are two secondary schools which have 9th and 10th grade levels. Heban Degaga Secondary school was selected for the study due to the following reasons. First, since the researcher works there, it was assumed that there would be ease of access to the site and to respondents. Second, as the researcher saw and observed the problems for the study in the school, placing the study at the school would do a lot for the effectiveness of the study. Thus, using purposive sampling, from the non-probability sampling category, Heben Degaga Secondary School was selected. Then, from the two grade levels available in the school, grade 10 was sampled owing to the reason that students of this grade level prepare themselves for national exam and since the chance to select one of the grade level is 50%. Thus, using purposive sampling, Grade 10 was sampled for the study.

3.2.2 Source of Data

The text book was selected owing to the following reasons. First, since the grade level for the study was grade 10, it would be mandatory to use the text for this grade level. Second, as the aim of the study was to assess speaking tasks considering the grade level text book was necessary. Therefore, using purposive sampling, grade ten students' textbook and teachers guide were sampled as the data source. However, to sample speaking tasks, the following procedure was used. The text book for grade 10 has 43 speaking tasks across 12 units. Thus, to be effective using half of them was considered useful. Then, 24 speaking tasks from the available 43 tasks were selected using simple random sampling. To do so, the lists of all tasks were written and every second task was taken using lottery method.

3.2.3 Sampling Participants

In Heben Degaga Secondary school, there are 3 EFL teachers who teach at grade ten and all of them are males. The number of students in grade ten was 280. Of this, 28 (10%) of them were sampled using systematic sampling technique. Thus, using comprehensive sampling all EFL teachers who teach at this grade level were sampled and while using systematic sampling technique 28 students of grade ten were selected for the purpose of the study.

3.3 Instruments

In the study both quantitative and qualitative data collecting instruments were employed due to the mixed method research of the study. Thus, quantitative data were collected using data from grade ten students' text and the teachers guide, questionnaire and classroom observation where as qualitative data was collected using interview. The detail of each instrument is given next.

3.3.1 Textbook Analysis

Text review was one of the instruments used to collect data for the study. Here, the researcher tried to review the speaking tasks available on the students' text book whether they fulfilled procedures of communicative language teaching or not using Nunan (2004) framework. In this section, the strength and weakness of speaking tasks in addressing students' communicative language were discussed in detail.

3.3.2 Questionnaire

Questionnaire for task analysis was one of the instruments used in the study. It was used to collect ideas about the nature of communicative tasks from the sample students. As a result, a questionnaire having twenty items was prepared based on review literature and similar studies. The questionnaire had four sections or parts. Part one was about the aim and instruction of the study. While part two was to obtain data on respondents' background information. However, part three and four, which had 10 items each respectively, were used to collect data on speaking tasks. The items were prepared to include five Likert scales ranging from strongly agree to strongly disagree. The questionnaire was administered to 28 sampled students of grade ten.

3.3.3 Observation

The other quantitative data collection instrument was classroom observation. The use of classroom observation for any study has the merit of providing authentic data. According to McGrath (2002), observation is systematic; however, it ensures that all elements seemed to be important are considered. On the other hand, it permits a great deal of information to be recorded in a convenient format so that easy comparison between sets of materials can be done.

Hence, to observe how the speaking tasks in the textbook were useful for communicative teaching and learning, a check list having 11 items were prepared based on literature review and similar studies. Then, using the check list, two classroom speaking lessons for each three EFL teachers were observed until the required data were gathered.

3.3.4 Interview

The instrument which was used to collect qualitative data was semi- structured interview guide. Concerning the use of interview for data collecting, Dawson (2007) says that interviewees may think they have something important to say if they see you taking notes and they add more information while you write. As a result, a semi-structured interview guide having 8 items was prepared to collect data from the teachers. The question items for the interview were prepared so as to get tangible information directly from the source as mentioned above. Finally, using the semi structured guide a face- to- face interview was carried out with three EFL teachers.

3.4 Procedures of Data Collection

The procedures followed for data collection included the application of real time data collection, ethical issues and the issue of validity and reliability. In so doing, a letter of permission was presented to the school authorities for the study. Then, having introduced the aim of the study the time, place and condition of the data collection was arranged. Next, the data were collected by using quantitative and qualitative instrument based on the time schedule.

3.5 Methods of Data Analysis

As stated earlier, the researcher used Nunan's (2004) frame work to analyze the communicative tasks found in grade ten students' textbook and to find out whether they are prepared based on the current theories of communicative language teaching or not. This framework according to Nunan (2004) states that, 'Task-based language teaching is real world or target tasks' (p.19). Out of 43 speaking tasks in the textbook, 24 of them were taken and assessed based on the frame works given by Nunan (2004).

To this end, first, the data collected through questionnaire and observation were analyzed by employing descriptive statistics quantitatively with the help of frequency, percentage and tables whereas the interview data was analyzed qualitatively using thematic analysis with the help of statements.

Then, for final analysis according to the mixed method nature of the study, the data from quantitative and qualitative sources were put together or merged and analyzed based on the research questions. Finally, based on the descriptive data analysis, the results were interpreted to provide findings of the study.

3.6 Validity and Reliability

For quantitative and qualitative data analysis, issues of validity and reliability are important. Because researchers' endeavor to show that their chosen methods succeed in measuring what they purport to measure is tested using validity and reliability. Besides, they also want to make sure that their measurements are stable and consistent and that there are no errors or bias present, either from the respondents or from the researcher (Dawson, 2007). Therefore, the researcher considered the issues of validity and reliability during data collection from different sources because these two measures have great roles in gathering valid and consistent information for any research work.

3.7 Ethical Issues

There are a lot of things regarding ethical issues while collecting information from the respondents. For instance, the request for information may put pressure or create anxiety on the respondents.

This is unethical because research is required to improve condition which is based on the interest of the researcher and the respondents (Dawson, 2002). Provided that any piece of research is likely to help the society directly or indirectly, so it is acceptable to ask questions if you first obtain the respondents' informed consent. In view of this, the researcher obtained informed consent from respondents to take part in the study.

This was done by explaining the aim of the study and by explaining the procedures needed for data collection. Besides, respondents were also informed that their anonymity or secrecy would be kept and that the data they provide would be used for the intended purpose only.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4. Introduction

This chapter presents the analysis of data obtained from, teachers, students and texts through the use of text review, questionnaire; interview and classroom observation. The first section presents the data analysis from textbook analysis. The second section reports the analysis for the data from students' questionnaire while the third part presents the data analysis on teachers' interview. Finally, the data analysis for the classroom observation was presented and discussed.

4.1 Data from Textbook Review

This section presents the analysis of textbook review data from different perspectives. Hence, the discussion included how speaking tasks were distributed along the whole units in the texts. It also presents the assessment carried out to review the appropriateness of the tasks included to promote students' speaking skill.

4.1.1 Results of Textbook Analysis

The aim of this section is to provide an overview of student textbook and to assess how the speaking tasks were distributed throughout the whole units and to identify how appropriate they were to promote students' speaking as indicated in the Table 1 next page below.

As it has been indicated in Table 1, the textbook consists of twelve units dealing with different topics. Each unit was assumed to be covered in 11 periods which in fact is distributed to all the four skills in the unit, however, it is not clearly stated how many periods are allotted for each skill. The textbook also consists of four revision parts and assessments.

Additionally, every unit is based on a topic and consists of several sections that cover a broad range of language. There are eight lessons (excluding the introduction) in every unit. There are both macro and micro skills of the language, that is, reading, listening, language focus (grammar), increase word power (vocabulary), speaking, writing, study skills and fun with words. The textbook has a teacher guide and syllabus.

Table 1: Distribution of Speaking Activities in the Textbook

No.	Units	Topics of each units & Speaking sections in Frequency (Fr.)	
		Topics of units	No. of speaking tasks
1.	Unit 1	Sport and fitness	3
2.	Unit 2	Health – first aid	2
3.	Unit 3	I like reading	3
4.	Unit 4	Moral education and personal responsibilities	4
5.	Unit 5	Advertising	5
6.	Unit 6	Drugs	7
7.	Unit 7	Natural disasters	2
8.	Unit 8	Education	2
9.	Unit 9	Seas and rivers	3
10.	Unit 10	Energy	2
11.	Unit 11	Application for jobs or colleges	5
12.	Unit 12	Birth, wedding and funerals	5
Total speaking tasks available			43

Next, it has been stated in Table 1 above, there are 12 units in the textbook and they all deal on different issues. The first unit is about sport and fitness and all lessons revolved around the main topic with different approach. In this unit, there are three speaking activities. They are on talking about sport, talking about future plan and health and fitness. Unit two is about issues of health and related topics. There are only two speaking tasks in this unit and these are, *asking questions and talk about the pictures*. The third unit discusses issues related to reading and there are three speaking activities and they are re-telling the story, plays and a radio report.

Unit Four deals with issues related to moral education and personal responsibilities. In this unit four speaking tasks are incorporated on different issues to foster students' speaking skill. The speaking tasks included under this unit are using expression like, 'so' and 'neither', on practices 'how to apologize each other in their daily life activities, issues related to group discussion and pronunciation practice. The fifth unit of the book deals with issues related to advertising and there are five speaking activities included in the unit. This speaking skill focuses on how to express our personal feelings based on certain issues, letting students use different question words to ask and give answers in a pair or group interaction, and the other speaking skill included in this unit is practicing pronunciation, describing objects and illustrating a point.

The sixth unit focuses on Drugs. There are seven speaking tasks included in this unit and these are: talking about drugs, the anti drug club, discussing problems ,role play a conversation, issues related to debate , talking about graphs and more about graphs are what included in the entire unit. Unit seven is about issues related to natural disasters and there are two speaking tasks included in this unit, these are talking about natural disasters and general knowledge quiz. Unit eight deals with Education and related issues; in the unit there are two speaking activities included and these are discussing statistics and also pronunciation practice. The ninth unit is discussing about seas and rivers and there are three speaking tasks included in the unit, they are asking questions, a guessing game and an interview. Therefore, from this it is possible to conclude that as every tasks consist of speaking activities which are designed to promote students speaking skill.

Unit ten discusses about energy and there are two speaking tasks included in the unit. Chapter eleven is about how to apply for jobs or college. And the last unit discusses about births, weddings and funerals and includes five peaking tasks. They include: describing pictures, role plays, on how to make generalizations, activities focus on discussing about ceremonies and on how to make exceptions when we discuss on different issues.

4.1.2 Data on Goals of Speaking Activities in light of Communicative Tasks

When assessing every task (activity), 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. Besides, goals need to be motivating. They should also encourage learners to apply classroom learning to the real world use of language. In addition, 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. So, 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. Based on this, let us see how objectives in each unit are stated in grade ten students' text book on the following table below.

Goals should be clear and stated explicitly; failure to do so may hamper students' oral performance and may also mislead teachers.

However, as stated in the above table, the goals of speaking tasks, the topic of speaking tasks and the statement of the objectives have common expression. Moreover, the goals are stated in the order of the lessons in the unit so that this will help students to identify the goals easily. The objectives are also simple (with easy expression, and concise) and they also clearly identify what the students are able to do.

Table 2: Data on Presence of Objectives for Topics in the Textbook

No.	Units	Presence of objectives for each topic and for the speaking skill				
		Topics	For units		For speaking	
			Yes	No	Yes	No
1.	Unit 1	Sport and fitness	✓	-	✓	-
2.	Unit 2	Health – first aid	✓	-	✓	-
3.	Unit 3	I like reading	✓	-	✓	-
4.	Unit 4	Moral education & personal responsibility	✓	-	✓	-
5.	Unit 5	Advertising	✓	-	✓	-
6.	Unit 6	Drugs	✓	-	✓	-
7.	Unit 7	Natural disasters	✓	-	✓	-
8.	Unit 8	Education	✓	-	✓	-
9.	Unit 9	Seas and rivers	✓	-	✓	-
10.	Unit 10	Energy	✓	-	✓	-
11.	Unit 11	Application for jobs or colleges	✓	-	✓	-
12.	Unit 12	Birth, wedding and funerals	✓	-	✓	-
Total objectives available			12	-	12	-

Based on this the researcher evaluated as most of the goals in the textbook are stated explicitly in a way that students and teachers could understand easily. Therefore, that helps students to generalize the tasks that they have been doing. The goals of each unit are also stated in teachers guide in a way that the teachers could understand it. Regarding 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 students, 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 instance, 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.

For example, a look at the goals stated for the lesson at the beginning of the unit looks like this:

At the end of the unit you will be able to:

- Use question words to ask questions,
- Role plays scenes relating to first aids,
- Practice giving someone advice,
- Use expressions for remembering and reminiscing,
- Discuss how you could improve your English outside the classroom,

Students' textbook (p. 24)

From this example, we can easily understand that objectives of the speaking tasks should be motivating and related to the students' real life situations as stated in the review literature above. Based on this, the above stated objectives are motivating since they are related to students' daily life activities based the frame work set by Nunan (2004). Because as stated on this frame work, when students are exposed to practice what they encounter daily, they are motivating.

4.1.3 Data on Speaking Tasks in Light of Communicative Language Teaching

It is unquestionable that speaking activities need to consider students need and interest in order to motivate and encourage them. In so doing, tasks need to have 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 grade 10 students' English for Ethiopia textbook are appeared to be familiar with the students. Moreover, the objectives of the tasks are interesting and motivating. The tasks also need to encourage students to apply classroom learning to the real world. The following example was taken from the students' text to show how these speaking tasks are familiar with students.

Example: Let us discuss on the following activities on students' textbook as follow to indicate whether they are familiar with students or not (p. 2).

A1.2 Speaking: Talking about sports

Work in a small group and talk about the following:

- Do you like sport? Which sports do you like watching? Which sports do you like to take Part in?
- What sport are you good at?
- What are the most popular sports in your school?
- Have you taken part in your school sports day? What did you do? How did you get on?
- Do you have any good athletes in your school or in your area? Who? Have you seen him or her in action?

As shown on this examples, tasks also motivating and interesting as long as they let students talk about things which are familiar to them. The more the students are asked to do what they are familiar to the more they will be interested and encouraged. This is the most important part of the teaching-learning process.

4.1.3.1 Data on Inputs

The input used for communicative purposes are discussed and seen based on their authenticity and the way they are presented as shown on the following tables.

Table 3: Inputs of Speaking Tasks in Students' Text book

R.N	Units	Ways of presenting communicative tasks										
		group discussion	Pair work	Illustrate in picture	Dialogues	Group work	Debates	Illustrating graphs	Point for discussion	Conversation	Role play	Total
1.	Unit 1	✓	✓									
2.	Unit 2			✓	✓							
3.	Unit 3		✓			✓						
4.	Unit 4		✓		✓							
5.	Unit 5		✓			✓	✓					
6.	Unit 6	✓		✓	✓			✓				
7.	Unit 7	✓		✓								
8.	Unit 8			✓		✓			✓			
9.	Unit 9			✓		✓						
10.	Unit 10	✓				✓				✓		
11.	Unit 11	✓	✓	✓		✓					✓	
12.	Unit 12	✓		✓	✓							

	Total	6	5	7	4	6	1	1	1	1	1	33
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As it can be seen from the table, there are different ways of presenting inputs in the text book, authentic and inauthentic that students are supposed to read, hear, speak and listen. Sentences (contextualized or not), different kinds of contexts, model dialogues, pictures, role play are the dominant inputs. They are found in almost all of the units. The pictures used in the textbook are also said to be authentic. There are pictures of celebrities, charts and graphs, which are not intentionally prepared for the teaching purpose. The topics are mostly familiar with the student's day to day activities. However, as it has been presented on the table above inputs for speaking tasks in the text book was not fairly distributed in all of the units. For instance, issues related debate; points for discussion, role play and etc are small in number when compared to other inputs like group discussion, group work and the like. Now, let us take an example and see whether inputs presented for speaking on the text are appropriate to promote students' oral communication or not as indicated below based on Nunan (2004) framework.

Taking about future plans:

- *Work in pairs and groups to practice this conversation: 'I am going to go shopping this afternoon.' 'Well, I will come with you.'*
- *Now make similar conversations from this table.*

I		telephone you tonight
My friend	is going to	visit Addis Ababa next week
We		write a letter to the school
Leta	are going to	look it up on the internet
Ato Muhaba		learn to play tennis next year
They	will	go to the football match this weekend

In the above activity students are ordered to make conversation in order to let them communicate with the language based on the given issues. Eventhough the illustrations and the given issues are related to the students' daily life activity, but the input used for this purpose lacks authenticity since they are intended to present only some language structure.

4.1.3.2 Data on Inputs and Speaking Activities

Authentic texts are materials which are not prepared for learning purpose. 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 cultural 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 decreases students interest and affect their engagement in doing learning activities. Students need to be provided opportunities which involve them in real communication and genuine language use drawn from variety of sources. Authentic materials include TV, radio, newspaper, magazine, audio record (produced by native speakers of the language) and the like. However, there are no such sources in the textbook which play important roles in promoting students' speaking skill.

Inputs and objectives in the textbook go in line with each other. Most of the activities related with objectives of the tasks. Let us show this as an example as follow:

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

- Use question words to ask questions
- Role play scenes related to First Aid
- Practice giving someone advice

Example taken from student textbook (p. 17)

Most of the activities under this chapter reflect the above objectives and they are mostly about asking questions by using question words, role play on how to give first aid when somebody faces sudden accidents and also there is an input in the students' textbook which are purposely used to make students practice giving advice by using some expressions. Based on this, let us see the following tasks as a communicative input and see how they are related to the above mentioned objectives.

Speaking: - Asking questions

Work in pairs to ask and answer questions about the table on page 19 using which, what and how (p. 20).

Example: What do you do if a snake bites you?

- Remove the fangs carefully with a pair of tweezers, and then wash the wound well with soap and water.

Speaking: - Role play

Using the information from the first aid instructions you wrote in your exercise book; work in groups of three to write dialogues, then role play the following scenes.

- A boy who has fallen out of a tree, a first aid worker and a trainee first aid nurse,
- An injured person, a motorist and a passerby,
- A mother whose baby has drunk some poison, a first aid worker and a doctor in a hospital,

As it has been shown above the objective of the unit and the language inputs used to promote students' speaking skill have a strong bondage. Because the language inputs used to practice speaking here are directly based on what the objectives of the unit say.

4.1.4 Data on Learners' Roles and Tasks Available

According to the principle of communicative language teaching the lion's share 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 conversations. In CLT (Communicative Language Teaching) 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. To show this let us look at the following examples directly taken from students' textbook:

Example 1: - Speaking

- What type of book do you enjoy reading?

- Think of a book you enjoyed reading over the last two years. Tell your teacher about it and why you enjoy reading it? (p.55)

Example 2: - Speaking; Apologizing

How would you say sorry to someone? Look at these expressions:

- Sorry, I didn't mean to...
 - I'm sorry but...
 - I apologize for...
 - I hope you will forgive me but....
1. Use these expressions in sentences, which your teacher will write on the board. Do you know any other ways of apologizing to someone?
 2. Work in small groups, your teacher will give each group a situation card. Prepare a short play based on the situation using appropriate expression of apology.
 3. The class watches the role plays and discusses the issues involved. (p.62)

In the above two activities, it is apparent that learners are provided with a big role in performing the given task. In this activity, they are asked to talk about their personal opinion. What did they prefer to read in the last two years? Therefore, they are asked to reflect their personal feeling. In this case, there is no room for the teacher to be a sole provider of knowledge, except being a facilitator/monitor of their discussion so that students can have their own time to raise issues and to talk about themselves very well. Moreover, the topic appears to be curious in making students interested in discussing the issue.

The second example also gives the students an opportunity to work in their group and use the language for their social interactions (apologizing). This strengthens the purpose of learning the language. From this example students role in practicing communicative language is high because they are directly involved in the situation. Most of the speaking tasks available on the students' text let the learners use their own opinion and practice the given skill with their groups. Again to show how this condition is applied in teaching speaking skill let us see by taking one speaking task from students' text which fosters group discussion in the following cases.

Example 3: - Speaking; group discussion

Copy these headings into your exercise book. Add further expressions to the correct column.

Asking for an opinion, giving an opinion, agreeing and disagreeing

- What do you think.....?

There is only one medicine to treat three of the villagers who are suffering from AIDS. Who of the following should be given the medicine?

- A young mother of two children whose husband has already died from the disease.
- A five years old child.
- A young university graduate who wants to become a doctor.
- A father of family of six children.
- A religious leader.
- A hearing impaired 18 years old. (p.68)

In your group, discuss the issues involved, asking the opinion of others in the group and expressing your own opinion with supporting examples and facts then, as a group, come to a decision. Share your ideas and reasons in a whole class discussion. Tasks must have a purpose that goes beyond a classroom exercise. If tasks are 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. And the other important point raised here is, communicative tasks should involve students to be part of the activities by minimizing teachers' role. And all the nature of the activities are discussed based on the framework set by Nunan (2004).

From the given 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 learning process. Students are not supposed to passively wait for their teachers' response; rather they do the tasks by themselves and this ensures students' participation.

4.1.5 Data on Motivational Values of Speaking Activities

As it has been stated in the review literature part motivation has its own roles in learning a foreign language. For instance, according to Little Wood (1981) motivation is some kinds of internal drive that encourage 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 (Harmer, 1991). The topics in the textbook seem to be familiar to the students. In most cases, students are asked to do interviews and have a discussion about things they would perform outside school. Therefore, majority of the activities (speaking activities) available in the students' text book are not far from the students' real life situation and are motivating enough since students discuss on what they encounter daily in their life. This can be discussed by taking sample activities from the text as follows.

Example 1: - Speaking, Illustrating a point

Giving examples and explanations often helps other people to understand what has led you to make a statement. Imagine someone saying 'what makes you say that?' 'What do you mean?' You would probably answer, 'well, for instance ---' and then you would give an example.

To add further information to a statement or idea, you could use one of the following expressions:

- For instance.....
- For instance.....
- To give you an idea.....
- For one thing.....
- Take the way.....

Work in pairs to add extra information to the following sentences, using the phrases above to illustrate the point. (p.91)

Example 2: - The CD is really expensive. To give you an idea, it costs more than a month's salary.

- Young people begin smoking for variety of reasons.
- Children often eat too many sweets.
- Advertisements can be misleading.

- Girls need a good education as much as boys.
- Ethiopia needs more tourists.

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 what they feel on regarding the give points. 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 (e.g. *prom*, a party known by western teenagers) then they may get tired of discussing it for they got nothing to talk.

On the other hand, some activities deal with the linguistic aspect of language than communication 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. Based on this let us see the following example from the students' textbook.

Example: - Speaking, pronunciation

In your groups, stand in a line from the tallest to the shortest. Your teacher will ask you questions from some prompt card, which you must answer in complete sentences, using comparative or superlative sentences. (p. 84)

Example:

- Teacher: who is the tallest in your group?
- Student A: I am the tallest.
- Teacher: Are you taller than Seble?
- Student B: Yes, I am taller than Seble but I am shorter than Abel.

The conversation should include both the comparative and superlative forms. Be careful to use the correct pronunciation of these forms.

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

4.1.6 Data on Real world Use of Language

As clearly stated previously, most of the activities dealt with issues which are mostly familiar with the students so that they will perform the activities being interesting and motivating. In addition, the activities reflect real world use of language. Besides, Hall (1995) states that most of the people who learn to communicate fluently in a language which is not their L1 do so by spending a lot of time in situation where they have to use the language for some real communicative purpose. Regarding this, let us take the following example from the students' text and see how including real world use of the language in communicative language teaching and learning is appropriate.

Speaking: - Talking about drugs

What do you associate with the word drugs? Your teacher will draw a mind map on the board and will write your suggestions on it.

Work in groups, each group to brainstorm one of the following topics:

- *The various drugs that are in circulation and what you know about them and their effects.*
- *The consequences of taking drugs.*
- *The reasons why people takes drugs.*

Now work with other groups to share the information from these three topics, then return to your original group and report back the discussion. (p. 96)

In the above example, students are asked to do in group and share their opinion with each other on the given topics. The issues are good at allowing students to raise different ideas concerning drugs because it is related to what they learn in science subjects. Besides, the topics reflect imaginary world use of language; in such a way they present situations which are familiar to the students' day to day life. i.e. students can clearly talk about drugs and their negative impact on their life. They do almost the things that they could experience in their everyday life.

4.1.7 Data on Pair and Group Work

If language is viewed as an interactive tool, then it should be taught interactively. Speaking is an active process which rarely carried out in isolation, so it is a natural framework for interaction i.e. talking to somebody as in real life Seligson (1997). The activities in the textbook promote the use of group and pair work practices. They allow students to work in groups and pair in most of the activities along with students has mentioned this point when they were asked. There are some examples below to show this.

Example: - Speaking, Natural disasters

In your group, choose one disaster and create a story about it, using past tense.

- Imagine you are a reporter at a scene of one of the disaster.
- Discuss and record what photographs you would take for a newspaper or magazine, for example of a child stranded in the middle of the lava. Try to use would in your description, for example, I would like to take picture of a child.(p. 129)

According to the above example, the tasks promote a group discussion. Besides, the topic is too interesting 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 know before. In addition to this, students have got photos of the incidents so that they can easily discuss on the given points with their groups. To strengthen this, let us see another example as follow.

Example: - Speaking, Discussing statistics

Ethiopia is a country with 74 million people composed of different ages and sex. Look at the following set of statistics from UNESCO for education in Ethiopia and identify different issues, for example, the drop out figures, gender statistics, etc.

- In your group, use your notes from the statistics above to identify the main problems Ethiopia faces in achieving its educational goals.
- Summarize this, and then present your findings to other groups. (p. 141)

From the above example, it is clearly seen that students have been given an opportunity to discuss on the given issues from the chart that shows about students enrollment in different class

level. Here, group discussion is given to the students in order to raise their opinion from what they have observed on the given illustration (chart). Therefore, group and pair work are really appreciated on this sample example and students freely discuss on what they feel.

4.1.8 Data on Authenticity of the Tasks

Authentic texts provide students with practice on listening and reading genuine language drawn from a variety of sources.

Example of authentic text material which include texts, video tapes, audio recordings, TV and Radio broad casts, conversations, interviews, announcements, field trips. In line with this, Bygate (1987), recommends using pictures for communicative purposes, in the design of spoken course materials. In the textbook, there are some authentic materials and among them there are, sayings, and pictures of cities, photos of celebrities and photos of people performing different activities. The following examples show authenticity of the tasks in the textbook. Below are some examples regarding these points:

Example: - Speaking

How to make coffee

Look at the illustration and work in pairs to explain how to:

- Light a kerosene lamp
- Make a cup of coffee

Make notes of your discussions.

Write detailed instructions on how to use a kerosene stove, or how to make coffee. Use sequencing words, such as, first, then, next, and numbers, bullet, imperatives and etc. (p. 188)

From this, we can see that as students practice speaking by seeing certain illustrations. For instance, under this exercise there are different pictures like: coffee pot, cups, matches, coffee beans, kerosene stove, and etc. And this helps the students to practice their speaking since they have already got illustrations (authentic texts). Therefore, as it has been discussed on the review literature part authentic texts are important for language learning and the existence of this text has its role in practicing students' speaking skills.

4.1.9 Data on Purposefulness of Speaking Tasks

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

The majority of topics in the textbook are familiar to the students' day to day life as students have been mentioning.

For example, there is a topic which talks about Moral education and Personal responsibility, Natural disasters, Advertising, Education and so on. These days, in the lower grade levels, they got the opportunity to be told about such issue so that 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 indicate as purposeful for having an objective that goes beyond the classroom. Regarding this, let us see by taking some of them directly from the text as follow.

A4.6 Speaking: Apologizing

How would you say sorry to someone? Look at these expressions.

- Sorry, I didn't mean to.....
- I am sorry but
- I apologize for
- I hope you will forgive me
- I seem to have made a mistake. I am really sorry.....
- I am sorry for the misunderstanding
- I hope you will understand.....

Work in small groups. Your teacher will give each group a situation card. Prepare a short play based on the situation using appropriate expressions of apology. (p. 62)

In the above example students are asked to work in group and discuss things which are related to asking apology, which is well-known issue happens in our real life situations. On the other hand, the activities promote the use of pair and group work in order to perform most of the activities.

The topics on the other side appear to be interesting which fits with students age level, 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 add some more examples.

A5.4 speaking: Using the question words ‘Who’ and ‘Why’

- Work in pairs to ask and answer questions about the diagram.

Example:

- Who does Woinitu love? She loves Haylom.
- Why does she love him? Because he helps her with her home work.
- Who loves Woinitu? Ezana does. (p. 79)

One of the main objectives of teaching English in Ethiopia is to address students’ communicative need. On this, scholars also 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 of the classroom if they have to develop their speaking skills. From this explanation, we can understand that as language is purposively learned for the sake of communication and the tasks designed for this should foster students’ communicative needs. Therefore, the above speaking task makes the learners interact with each other through the given questions. They communicate with each other by asking and answering questions on the basis of the given condition. And also, that formulate situations by themselves are directly related to what the students face daily and this strengthen as the language is being learned purposefully even though it focuses on only one language forms (to teach present simple tense).

4.1.10 Stages of Speaking Tasks

The organization of an activity and the instructions the teacher gives are of 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 stage, in which the teacher introduces the topic; and the instructions, i.e., the teachers make the learners do and demonstrate and activity. He/she also initiates, the students perform the task, and finally she/he organizes feedback. (Harmer, 1991), regarding this point most of the activities in the textbook do not promote the uses of pre, while

and post tasks on speaking lessons. The tasks start by simply telling students to do the activities directly without giving them a chance to think of the topics. Below are some examples directly taken from grade ten students' textbook to illustrate this idea.

A8.4 Speaking: Education topics

In your group, choose one of the following topics related to education. Brainstorm your ideas, and then one member of your group must report your conclusion to the whole class, giving your reasons for your group opinion.

- Should parents punish if their children do not go to school?
- Should English be the medium of instruction at high school?
- Should girls continue their education in to the secondary level?

As it has been stated above, the speaking tasks presented on the students' textbook should pass through the necessary stages. But when we see the above given example from the students' textbook on page 141, it does not fulfill all the stages that should be incorporated while speaking tasks are presented. For instance, there is no the first stage in which the teacher introduces the topic, pre task is not there. The tasks simply make the students to brain storm on the given situation without teachers' introduction of the topic. It only consists of while and post tasks where students show their performance in practicing the desired skill and the post task where students provide their feedback on what they have been practicing.

Therefore, from this example it is possible to conclude as the task does not consist of pre task which make the teachers introduce some points about the given tasks. In addition to this, let us take some more examples from the students' text and see whether they fulfill stage of speaking tasks or not as indicated below.

A9.5 Speaking: A guessing game

1. Listen to your teacher using a number of expressions to guess what an object might be.
2. Work in pairs, look at each picture and take it in turns to decide what it shows, using the following expressions.
 - I'd say.....
 - Could it be.....?

- Perhaps it is.....
- I think it is.....
- It looks like
- It is difficult to say, but I'd guess

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. Some tasks fulfill the three stages. i.e. pre, while, and post. Below is an example.

Speaking: Apologizing

1. How would you say sorry to someone? Look at these expressions:

- Sorry, I didn't mean to.....
- I'm sorry but.....
- I apologize for.....
- I hope you will forgive me but ...

1. Use these expressions in sentences, which your teacher will write on the board. Do you know any other ways of apologizing to someone?
2. Work in small groups, your teacher will give each group a situation card. Prepare a short play based on the situation using appropriate expression of apology.
3. The class watches the role plays and discusses the issues involved. (p. 62)

As it is shown in the example, the task promotes pair work, and lets students interact with each other. The activity fulfills pre, while and post tasks. i.e. it first gives them a chance to think of ways of how 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 their friends.

4.2 Data from Students' Questionnaire

The data collected from the students' questionnaire was discussed in the following ways by using tables. Here, the obtained result was interpreted and analyzed by using Likert scale in terms of their respective frequency and percentage as shown below.

4.2.1 Respondents Interest to Learning English

The number of participants (students) who took part on this questionnaire was 28 and out of which 16 males and 12 female students. Based on this the researcher tried to gather information about the background information of students' on their language learning as indicated on the table below.

Table 4: Students' Interest to Learning English

No.	Your interest to learn	Responses in Frequency (Fr.) and Percent (%)									
		very high		high		low		very low		total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	English?	-	-	24	85.7	4	14.3	-	-	28	100
2.	Speaking skill?	-	-	20	71.4	8	28.6	-	-	28	100
3.	How often do you...	always		often		rarely		never		total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
	Learn speaking English in class?	-	-	10	35.7	18	64.9	-	-	28	100
4.	Use textbook for practice?	-	-	20	71.4	8	28.6	-	-	28	100

In order to understanding students' interest regarding the English language four items were used. The result of the data analysis has been discussed as follows. Therefore, the first item presented to students was to assess the extent to which they have an interest to learn the language. Based on this, about 24 (85.8%) of the respondents replied that as they are highly interested to learn English. And few of them, 4 (14.2%) showed as they have low interest to learn the language. The next question is to know whether students have an interest to learn speaking English or not. About 20 (71.4%) of them showed their position as they have an interest to learn speaking and the rest of the respondents, 8 (28.6) responded as they have low interest to learn speaking.

The next question presented was to investigate how often students practiced speaking during English period. On this, about 10 (35.7%) of the respondents replied that as they often practice in the class during English period. And 18 (64.3) of them responded that they rarely practice

speaking during English classes. Finally, what was presented to the students was to know how often they use English text book in order to learn English. Regarding this, 20 (71.4%) of them replied that as they often use English text book to learn English. The rest of the respondents, 8 (28.6%) of them showed their position as they rarely use English text book to learn English.

4.2.2 Analysis of Appropriateness of Speaking Tasks

In the following section the data collected from the students on the appropriateness of speaking tasks is given.

Table 5: Items on the Appropriateness of the Speaking Tasks

No	Speaking tasks in student's English textbook.....	Strongly agree		Agree		Undecided		Disagree		Strongly disagree	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	Encourage the practice of speaking.	9	32.1	19	67.9	-	-	-	-	-	-
2.	Encourage individual work.	9	32.1	17	60.7	-	-	2	7.14	-	-
3.	Encourage students to work in group.	14	50	14	50	-	-	-	-	-	-
4.	Are familiar to students.	7	25	15	53.6	3	10.7	3	10.7	-	-
5.	Are related to students' daily lives.	6	21.4	17	60.7	1	3.5	4	14.3	-	-
6.	Are presented using pictures	5	17.8	17	60.7	3	10.7	2	7.14	-	-
7.	Are authentic (real).	-	-	10	35.7	-	-	18	64.3	-	-
8.	Help students practice language outside the class.	3	10.7	19	67.9	6	21.4	2	7.1	-	-
9.	Provide opportunities to teachers to provide speaking outside class.	3	10.7	24	85.7	1	3.57	-	-	-	-
10.	Allow teacher give speaking in class.	13	46.4	15	53.5	-	-	-	-	-	-

The first item asks the students whether the speaking activities available in the textbook encourage the practice of speaking skill or not. As indicated in the table above 9 (32.1%) of the respondents strongly agree that the speaking tasks encourage the practice of speaking skill. In the other hand about 19 (67.9 %) of the respondents agree that the speaking activities available in different topics of the textbook initiate the learners to practice the speaking skill. Besides, the second item invited students to answer whether the tasks found in the textbook encourage them to work individually or not. Of the total respondents, 9 (32.1%) of them strongly agree on the point, that the speaking tasks encourage individual wok. There were 19 (67.9%) students who

agreed on the point that says the speaking tasks on the students' textbook encourage individual work.

On the other hand, most of students would like to express their opinion as the speaking tasks found in the students' textbook initiate group work. 14 (50%) of the respondents agree that the textbook encourage us to work in group. Plus 14 (50%) of the students strongly agree that as the speaking tasks found in the textbook encourage group work.

The next item which asks students if the speaking activities are familiar or not, 7 (25%) of the students strongly agree which means that the students judge as the topics are familiar to their day to day life. 15 (53.6%) students agree and the rest 3 (10.7%) of the students stay undecided. Again 3 (10.7%) of the respondents disagree that the speaking tasks are not familiar with their daily life activities and they are not encouraged to practice them. Illustration was another question raised to the students. And they were asked whether the textbook let them use different kinds of pictures in speaking activities. However; 5 (17.9%) of the students strongly agree on this point that the tasks permit them to use such materials when learning speaking skill. And 17 (60.7%) of the students agree and 1 (3.6%) students put marks on undecided position. And the rest 5 (17.9%) of the respondents disagree on the given point.

Authenticity was another question raised to the student. And they were asked whether the textbook let them to use different kinds of pictures, activities which let the learners use the language for a communicative purpose. For instance, the question was about whether there are different dialogues or conversations which make the students practice their speaking activities. However, 10 (35.7%) of the respondents agreed on this point that the tasks permit them to use such situations when learning speaking skill. And 18 (64.3%) of the students disagreed on the given question and they believed that the speaking tasks available on the text did not provide them authentic materials. Again the next question was about whether the speaking tasks available in the students' textbook let them practice using the language outside the class room or confined them only to their class. Accordingly, 3 (10.7%) of the students strongly agreed that the speaking tasks in their textbook let them use the target language outside the classroom, 19 (67.9%) students agreed that the tasks helps them in using the target language outside the classroom. 6 (21.4%) of the students put marks on undecided position.

The other question raised on the students' questionnaire was on whether the speaking activities on the students' textbook give teachers opportunities to let their students practice the language outside the classroom or not.

Based on this, 3 (10.7) of the respondents strongly agree that as the speaking tasks give opportunities to their teachers let them practice speaking outside the classroom. And 24 (85.7) of the students reflected their agreement as the speaking tasks available on the textbook give opportunities to the teachers to practice speaking when they are not in the classroom. The rest 1 (3.6%) of the respondents put his or her position on the undecided column. Again the following students' questionnaire was designed to assess the extent to which the speaking tasks available on the students' text book are appropriate to promote students speaking skill. And the data gathered from the respondents was interpreted and analyzed just right after the table as shown below.

Table 6: Items on Appropriateness of Speaking Tasks

No	The speaking tasks in the students English textbook-----	All of them		Most of them		Some of them		None of them		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
1.	Encourage practice of speaking.	7	25	19	67.8	2	7.2	-	-	28	100
2.	Encourage individual work.	8	28.6	17	60.7	3	10.7	-	-	28	100
3.	Encourage group work.	11	39.3	15	53.6	2	7.1	-	-	28	100
4.	Are familiar to students.	3	10.7	22	78.6	3	10.7	-	-	28	100
5.	Are related to student's daily lives.	5	17.8	18	64.2	5	17.8	-	-	28	100
6.	are presented using pictures	4	14.8	18	64.3	6	21.4	-	-	28	100
7.	Are authentic or real	-	-	8	28.6	20	71.4	-	-	28	100
8.	Help practice English outside class.	3	10.7	19	67.9	6	21.4	-	-	28	100
9.	Provide opportunities to teachers to provide speaking outside class.	9	32.1	13	46.4	6	21.4	-	-	28	100
10.	allow teachers provide speaking in the class.	9	32.1	15	53.6	4	14.3	-	-	28	100

As it has been mentioned in Table 6, there are ten items prepared for the students to evaluate their position towards the speaking activities in the textbook. Based on the given items respondents reflected their position regarding the extent to which different speaking activities available on the text book are designed to promote students' speaking skill. Therefore, what was

going to be presented was an analysis of the data gathered from the students through questionnaires using the liker scale indicated on the table was to identify the feelings of the respondents on the given issues.

As shown on the Table 6, 7 (25%) of the respondents agreed on the position which says all of the speaking tasks available on the students' text book encourage the students to practice their speaking. In the other hand, 19 (67.9%) of the respondents agreed that most of the speaking task on the text book encourage the learners to practice speaking. Based on the same question 2 (7.1%) of the respondents reflected their position as some of the tasks designed for speaking skill are appropriate to promote students communicative skill.

The second item discusses about whether the speaking tasks available on grade ten English text book encourage students' speaking skill or not. Regarding this, the respondents reflected their feelings by choosing the given options which match with their stand. Based on this, 8 (28.6%) of the respondents showed their position as all of the activities designed for the speaking tasks encourage learners to promote the desired skill (speaking skill). Again 17 (60.7%) of the respondents said that most of the speaking tasks available on the text book are on the line which encourage learners to improve their speaking. Lastly, 3 (10.7%) of the students show their position as some of the designed tasks on the students' text book are appropriate to promote students' speaking skill.

The other question raised to the students on the questionnaire was to ask them if the tasks for the speaking skill on the students' textbook initiate group work or not. Accordingly, the respondents put their ideas on what they were asked as shown on the table above. Based on this, 11 (39.3%) of the respondents reflected their position as all of the tasks on the students' text book are appropriate for a group work. On the same question, 15 (53.6%) of the respondents said that most of the speaking tasks on the students' text book encourage the students to work in group. In addition to this, 2 (7.1%) of the respondents replied on the same question by reflecting their position as some of the tasks on the text book make the learners work in groups while they practice speaking.

There is another question for the students to know their position on whether the speaking tasks available on the students' text book are familiar to students or not. This implies that the tasks

given to the students on which they practice their communicative skill should be from what they know or familiar to them according to theories of communicative language teaching.

Therefore, the following responses from the students showed this point. From this 3 (10.7%) of the students reflected their position on the option which says all of the speaking tasks designed to promote students speaking skill are familiar to the students. 22 (78.6%) of the respondents for the same question agreed that as most of the tasks designed for speaking are not far from what they know. 3 (10.7%) of the students replied that some of the tasks on the book are familiar to the students. The fifth item presented to the students was to assess the nature of the speaking tasks and their relation to the students' daily life activities. Regarding this, 5 (17.9%) of the respondents replied that all of the speaking tasks on the students' textbook are familiar to them. And majority of the respondents, 18 (64.3%) of the students selected the options which says most of the speaking tasks are familiar to the students' daily life activities. And 5 (17.9%) of the respondents believed that some of the speaking tasks designed to promote students' communicative skill are related to the students' daily life activities.

And also the students were asked if the textbook presents the speaking activities through different pictures or illustrations. Regarding this question, students' opinion was given as shown below. 4 (14.3%) of the students expressed their feeling as all of the activities are accompanied by pictures which make the students practice their speaking skill easily. And out of 28 respondents, 18 (64.3%) of the respondents agreed that majority of the speaking tasks are presented by using different pictures and 6 (21.4%) of the students replied that some of the speaking tasks are presented by using different illustrations.

The other question presented to the students is about authenticity of the tasks designed for promoting students speaking skill. On this, 8 (28.6%) of the respondents agreed that as most of the speaking tasks are presented through authentic texts like dialogues, conversation and discussion on their real life situation. Besides, 20 (71.4%) of the participants on the study agreed that as only some of the tasks purposely presented for communicative skill seem to be presented by using authentic texts. The other question presented to the students to assess the appropriateness of the speaking tasks of grade 10 English text book was to identify whether the tasks let the students practice the language outside the class room.

Based on this, 3 (10.7%) of the respondents reflected their position as all of the speaking tasks make students practice the language outside the class and 19 (67.9%) of them agreed on the option which indicates that most of the tasks found in the text book make the students use the language for communicative purpose and they are not only limited to the class. And 6 (21.4%) of the respondents reflected their stand on the point that shows as only some of the tasks designed for speaking skill let the learners use the language for communicative purpose.

To assess the appropriateness of English text book for grade ten the researcher also included a question for students to know their stand whether the speaking activities available in the students' text make the teachers practice their students to use the language outside the classroom for their communicative purpose. Based on this question, 9 (32.1%) of them showed their position as all of the speaking tasks on the students' text book provide opportunities to the teachers let their students practice speaking outside the classroom. And 13 (46.4%) of the students agreed that most of the tasks give opportunities to the teachers in order to help the students practice speaking skill outside their classroom.

Lastly, the students were asked regarding how speaking activities on the students' text book allow teachers to practice their students speaking in the class. On this, 9 (32.1%) of the respondents agreed that all of the speaking tasks in the textbook allow teachers make their students practice peaking in the class. But 15 (53.6%) of the respondents agreed as most of the speaking tasks permit teachers let their students practice speaking during the class. And 4 (14.3%) of the respondents replied that as only some of the tasks available on the text are appropriate to teachers to provide students speaking practice in the class.

4.3 Data from the Teachers Interview

The researcher interviewed three teachers to investigate their attitudes towards the appropriateness of speaking tasks available on the text to promote students' oral communication. They were coded as T1, T2 and T3 along with the same questions. Based on the responses obtained from each of them a clear discussion was made as indicated below.

The first question was meant to find out how frequently teachers teach speaking skill in a class.

T₁: Replied as follow:

T₁: “I rarely practice students to develop speaking skill. Because lack of students interest towards learning speaking skill.”

T₂: “I only sometimes include speaking tasks during English classes. Most of the time my intention is on students how to use the language accurately or with little errors.”

T₃: “I give less attention to speaking tasks because students are not interested to practice their oral communication.”

In spite of differences in their expressions regarding the above responses, all of the teachers replied that they only sometimes include the speaking tasks during English classes. This happens due to lack of students’ interest on practicing speaking, and as a result teachers do not give the necessary attention to help their students use the language for communicative purposes.

The second item was about the appropriateness of the speaking tasks on the students’ textbook to the students practice speaking.

T₁: “Most of the tasks designed for speaking on the text book are appropriate to make students practice speaking.”

T₂: “The existence of tasks which are related to students’ daily life activities make it simple to teachers and students practice the desired skill.”

T₃: “Almost majority of the tasks on the students’ text book are suitable to practice speaking.”

As indicated from the teachers’ responses above, most of the tasks for speaking skill are appropriate to the students practice their communicative skill (speaking). For instance, each of the tasks is on what the students know or experience in their daily life activities. And this in turn is appropriate to the students practice the desired skill. Because they do not encounter any problems or they are not practicing speaking on the tasks which are unfamiliar to them.

The third item was to assess whether the speaking tasks on the textbook are motivating or not.

T₁: “The tasks designed for speaking are interesting and motivating because they are familiar to students’ daily life activities.”

T₂: ‘‘Most of the tasks are interesting since the way they are presented is easy to students to take part in. Besides, they existed in the way that students practice them in their natural setting. ‘’

T₃: ‘‘Of course the tasks are interesting. This is due to the fact that majority of them are what students encounter daily.’’

From the given responses it is possible to generalize as long as the topics in the textbook are familiar to the students, students found them interesting, because they may not find difficulty in trailing thoughts to talk about. This way, students are motivated to carry out the speaking tasks, for they have ideas to talk about. For example, if the students have been given to talk on the problem of taking drugs, they can generate their own thought without facing difficulties since this is related to what they know.

The next item was about authenticity of the inputs in speaking tasks. Here, the teachers were asked whether the speaking tasks on the students textbook have authentic texts or not.

T₁: ‘‘The textbook lacks authentic texts. Most of the speaking tasks were presented for pedagogical purposes and this does not allow learners to practice oral communication.’’

T₂: ‘‘Most of the tasks seem to be presented for only pedagogical purposes and they lack authenticity.’’

T₃: Majority of the tasks lack authenticity. There are only some pictures in some part of the tasks.

Based on this, the interviewees answered as the textbook lacks authentic inputs which are especially of important for the improvement of speaking skill. Even though students need to have an access to audio, video materials, the text book doesn’t bring up such situation. But there are some pictures used in the textbook and also model dialogues.

Relation of the speaking tasks to the students’ daily life activities was the other question raised to the teachers on this session.

T₁: ‘‘The tasks designed for speaking are similar to the students’ daily life activities. For instance, the inclusions of asking students’ interest on what they encounter in their daily life activities are some of the examples which strengthen this point.’’

T₂: ‘The way that speaking tasks presented to promote students oral communication is directly related to what students do in their daily life activity.’

T₃: ‘Most of the speaking tasks are related to what the students perform daily.’

Despite responding to the above question in different expressions, almost all of the respondents or interviewees have the same position on the extent to which the speaking tasks available on the text book are related to the students’ daily life activities. They replied that the tasks designed for speaking are related to what the students can perform and this situation simplifies teaching of oral communication.

The other item presented to the teachers on this interview questions was to gather information on the opportunities that the text book provides the students to practice the language in a natural way. And on this, all of the teachers said that as the speaking tasks on the students’ text book provide opportunities to students practice the language in a natural way. For instance, majority of the tasks designed for speaking are from what the students perform in their daily life and the inclusion of such activities help the learners practice the language in a natural setting. The next item presented to the teachers was to assess whether the speaking tasks available on the students’ textbook encourage group or individual work the most. Regarding this point, all of the interviewees showed their stand as the speaking tasks encourage group work the most. The tasks found under every unit encourage students to work in group rather than individually.

Finally, the researcher presented a question to the teachers about the speaking tasks they deliver to their students in the class. In this case, the teachers were expected to forward their feeling on the nature of the speaking tasks in the students’ text book. Based on this, teachers replied as most of the speaking tasks in the students text book encourage students to practice speaking in groups or pairs and this is a suitable situation for teachers to let their students do the given activities in groups. For instance, most of the tasks designed for this purpose need students’ interaction with their class mates. In addition to this, majority of the activities on the students’ text book seem to be interesting and motivating since they are related to students’ daily life activities. Even though authenticity of the text has a great role in language learning, grade ten students’ text book lacks this.

4.4 Data from Classroom Observation

Class room observation was another tool used by the researcher to gather information in order to assess the appropriateness of the speaking tasks available in grade ten students' textbook.

To this, the researcher prepared a check list through which these tasks were assessed and seen whether they fulfill criteria set by theories of communicative language teaching or not.

Based on this, to assess whether the speaking tasks found on grade ten students' English textbook are in the line with communicative language teaching or not the researcher prepared the following checklist and observed the English classes on speaking lessons in three terms (twice for a single teacher). The check list consists of 10 items was prepared for class room observation for data gathering as shown next.

Table 7: Classroom Observation Check List

No.	The speaking tasks in student textbook.	Options					
		Yes		No		Total	
		Fr.	%	Fr.	%	Fr.	%
1.	Seem to be authentic.	-	-	3	100	3	100
2.	Motivate students.	2	66.6	1	33.3	3	100
3.	Can raise student's interest.	2	66.6	1	33.3	3	100
4.	Are purposefully designed for class activities.	3	100	-	-	3	100
5.	Are designed for outside the classroom.	3	100	-	-	3	100
6.	Encourage students use the language outside the class.	3	100	-	-	3	100
7.	Encourage students use language in a real life situation.	3	100	-	-	3	100
8.	Promote group interaction.	2	66.6	1	33.3	3	100
9.	Contain illustration.	1	33.3	2	66.6	3	100
10.	Provide inputs that are students centered.	3	100	-	-	3	100

As the researcher observed three speaking tasks in indifferent classes, there were issues related to natural disasters at the end of unit seven and at the beginning of unit eight. Students have their own experience on this point at their former grade level on different subject matter. As a result, they have been participating on the given tasks with their friends freely. But the main problem observed during class room observation was students' mother tongue interference while they made discussion among their classmates. Out of three observed classes majority of speaking tasks, 2 (66.6%) of them, designed for communicative purpose were interesting and motivating because they were related to what students experienced in their daily life activities and as a result

students participated on it freely. For instance, issues related to education made students freely discuss on the given points.

As it has been mentioned on students' questionnaire and teachers' interview class room observation also showed the researcher as the speaking tasks on the students' text book were interesting and motivating.

The other point included in the check list during class observation was to identify whether the speaking tasks on the students' text book consists of authentic texts or not. Based this, the researcher tried to observe different inputs used for speaking tasks during classroom observation. However, all of the speaking tasks, 3 of them, were not presented through authentic texts. There was only a picture used in one of the observed classes in unit seven on natural disasters. Therefore, from the observed classes, some of the speaking tasks have authentic texts even though they have a significant role in language learning. The activities start by telling students to do exercise directly and teachers also simply read the instructions and explain the students how to do. Then, students practiced the tasks and showed to their teacher.

It is obvious that tasks designed for class room observation should be interesting, motivating, relevant and enjoyable as possible so as to exert a positive influence on the learners' attitudes. What was observed during this session was students' attempt to practice the given tasks with their group members. As long as topics in the textbook are familiar to the students, students found them interesting, because they may not find a difficulty in trailing thoughts to talk about. This way, out of three observed classes, 2 of them were interesting and motivating.

The fourth item presented on a class observation was about whether the speaking tasks available on the students' text book are purposively designed for class work or not. Regarding this, from students and teachers interaction during speaking activities, the researcher observed as all of the tasks, 3 of them, are suitable for class activities. And the nature of the activities invited students discuss with each other on the given tasks. For instance, the existence of charts and photographs increase students' interest to discuss in group and they were suitable for a group or class work.

In addition to this, the next item included in the check list for classroom observation was to see whether the speaking activities are designed for students to practice the language eve outside the

class or not. Based on this, it was possible to understand as the tasks are genuinely prepared for students to practice oral communication when they are outside the class.

For example, there are issues on which students expressed their feelings. So, from the observed classes, 3 (100%) of them, were appropriate to students to practice speaking when they are out of the classroom.

The sixth point in the observation check list was assessing whether the speaking tasks encourage the learners use the language outside the class room or not. It is obvious that if a task is to be genuinely communicative and promote language use, the student 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 language learning. During class room observation, what was observed that all of the speaking tasks, 3 (100%) of them, on the students' text book encouraged the learners use the language outside the class room. Because the way they are designed gave opportunities to students practice speaking and this helps them use the language freely when they are out of the class.

The activities have also a real world nature, which bring a real world context in the class room. Students in this way learn real world use of language. For example, students were asked to discuss on whether they should pay to attend the class or not. In this way, they can practice the language because the issues that was given to them as a discussion point were related to their daily life activities. For example, issues related to education. On this basis, as observed during observation session was that all of the speaking tasks were suitable for real world use of the language.

On the other hand, the researcher tried to observe whether the speaking tasks on the text book encourage collaborative work or not. Here, the researcher considered the inclusion of dialogues, role play and group discussion activities. Out of 3 class observation two of them are designed in the way students practice speaking in a collaborative way.

Using different illustration in a language teaching plays an important role for both the teachers and students. Because it is simple to the students to express their feelings through observing the given pictures and also teachers can let the students practice the language by using these illustrations. But the researcher observed during observation session as majority of the tasks

designed for speaking are presented without illustration. Therefore, students are made to discuss or practice their communicative skill without the help of visual aids (pictures).

Finally, the researcher completed the discussion on the last item of the check list to assessing the appropriateness of the speaking tasks. It was about to evaluate whether the inputs provided for speaking skill are appropriate for student centered or not. In this regard, all of the tasks observed during this session (unit seven: natural disaster and unit eight: education) are suitable for student centered teaching learning process. For example, there are activities on which students discuss with their groups and then, report to their teachers and this in turn, encourage students to express their feelings by using the target language with little interference from their teachers.

4.5 Discussion and Interpretation

In order to discuss the data analysis carried out earlier, the result of the data from each instrument were brought together and discussed using the research question. The first research question was to assess how capable are the tasks in the students text book to initiate communicative skill. Thus, the data obtained from text analysis (grade 10 students' text and teachers' guide), students' questionnaire, teachers interview session and class room observation were matched with the research questions and presented as follow.

4.5.1 Analysis of Text Review

Under this section the researcher tried to analyze the students' text book from different perspectives on the basis of the existed literature and the research questions expected to give answer on how the speaking tasks are capable to promote students oral communication. The first discussion focused on the distribution of speaking tasks throughout the text. And here, the researcher assessed as the speaking tasks were not fairly distributed along the whole units. Next to this, assessment of speaking activities in the light of components of communicative tasks discussed in detail through document analysis. Regarding this, as Nunan (2004), states that any communicative task should have its own goal which is achieved after the completion of that particular activity. And based on this, the researcher tried to analyze whether each communicative task available on the text are goal oriented or not. Therefore, using Nunan (2004) as a reference all of the communicative tasks on the text were assessed to identify the presence of

the respective goal on the existing tasks. And all of the communicative activities have their goals which students are expected to achieve after the completion of the course.

The other point discussed on the appropriateness of the speaking tasks from reviewing the text included how these tasks are presented in the light of communicative language teaching (CLT). For instance, as Little Wood (1981) states, communicative tasks should motivate learners because motivation is some kind of internal drive that encourages somebody to pursue a course of action. Therefore, based on this, communicative tasks were discussed and identified as most of them encourage learners.

Inputs are other key elements in language learning. As Cunnings (1995) states, teaching materials can be enriched through authentic inputs. And they can promote autonomy and self reliance by incorporating authentic conditions, creating realistic situations and encouraging learners to participate in activities which develop communicative skill. And based on this situation, all of the inputs for communicative teaching were discussed whether they fulfilled these conditions or not. Based on the criteria set by the modern communicative language teaching the inputs available on the text were assessed and identified as they fulfill these criteria.

Next, detailed discussion was made on the text analysis regarding the presentation of inputs for speaking skill on the student text. On this point, the inputs presented for speaking purpose should be authentic, motivate the learners and expose the students to a real language teaching (Richards & Rodgers, 2001). So, the researcher made discussion on whether these inputs are on this line or not. And from the discussion there were a clear indication as these inputs are authentic and expose students to the real world language. According to the principle of communicative language teaching the lion share of the roles is occupied by the learners in performing a particular task. Based on this, many sample examples were taken from the text and discussed whether students role magnified in the text or not. And from this the researcher clearly understood through the document analysis as the speaking tasks invite students to take part in and practice the desired skill.

Finally, the discussion made on the text analysis in this chapter ended with identifying whether the tasks for communicative language teaching on speaking are appropriate for pair and group work or not and as well as the purposefulness of the tasks presented on the students' text book.

On this regard, a detailed discussion was made on whether a communicative task available on the text book and assessment was made on their appropriateness for group discussion or not.

4.5.2 Analysis of Questionnaire Data

Questionnaire was one of the tools used by the researcher to collect data from the students and make further discussion for the study. Most of the discussion under this section was similar to what were done on the text analysis earlier. For instance, questions raised to students included was to ask them whether the speaking tasks on the text book encourage them practice the language, and initiate group and pair work or not. On this, students showed their position as majority of the speaking tasks initiate pair and group work.

And also under the same section there were questions presented to students to assess the appropriateness of the tasks to the students with their daily life activities.

There were also other points for discussion on whether the tasks presented here are with the help of illustration and their authenticity to help the learners practice the language. On this issues students replied positively as these speaking tasks are presented through different illustrations but lack authenticity. Finally, on the students' questionnaire data the following points were seen in detail. Assessing the appropriateness of the tasks designed for speaking was one of the points presented for discussion. In addition to this, students were asked to show their position whether the tasks on the text provide teachers opportunities to let students practice the language outside.

4.5.3 Analysis of Interview Data

Interview was the other tools the researcher used to collect data from three EFL teachers to get the required information for the study. Therefore, the guide having eight items was prepared and administered to the teachers to know their stand on the nature of speaking tasks on the text. And the data gathered from this source on the given points was discussed as follow.

To begin with, the interview question started with how much time do teachers spend teaching speaking skill in a class and how appropriate are these tasks to students practice the language. And the interviewees forwarded their ideas on the given points. They gave their position as they only sometimes included speaking tasks during English class. The second point presented on this

session tried to address whether the speaking tasks available on the students' text book are suitable for communicative purpose or not.

And asking the relationship between the speaking tasks and the students' daily activity, authenticity of the tasks for communicative purpose, and whether the tasks are interesting enough to the students to practice oral communication or not were other issues presented for the interviewees. On this, the interviewees replied to the question as the tasks are interesting to the learners because they are related to the students' daily life. But based on this interview session the respondents replied that the tasks lack authenticity.

Finally, on this session the teachers were asked to show their position whether the speaking tasks available on the text available group or individual work the most. Responses to this question indicated that almost all of the tasks included on the text book encourage group work the most than individual activities.

4.5.4 Analysis of Classroom Observation

Classroom observation was also one of the tools used by the researcher in order to collect data for further discussion. To do this, the researcher prepared a check list of having 10 items to assess how EFL teachers presented speaking tasks from the perspective of existed literature and current studies on communicative language teaching. Finally, the data collected through this instrument was discussed and analyzed based on what was obtained from the respondents and the related literature.

Therefore, to generalize what have been discussed above the researcher used different tools to gather the required data from various sources. These tools include document analysis (grade ten students' text book and teachers guide), students' questionnaire, teachers' interview, and classroom observation. Then, the gathered data was discussed and analyzed based on the responses obtained from the respondents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5. Introduction

This section comprises the summary, conclusions and recommendations of the research results. First, a brief summary on the overall research work is presented. Then, conclusions on the major findings of the study based on the information gathered from different participants using various tools are made. Finally, based on the findings of the study possible recommendations are suggested to strengthen the weak sides and to further strengthen the good sides.

5.1 Summary

In order to carry out the study, the researcher conducted various tasks in various chapters of this thesis as indicated below. The first chapter gives discussions to provide insight on the background of the study, statement of the problems and objective of the study. In addition to this, the research questions which were derived from the objective of the study were presented. Besides, the significance and delimitation of the study, organization of the study and definitions of some key terms are given.

Chapter Two, on the other hand, tried to provide detailed review of related literature and current studies on communicative language teaching. So, in this section, the researcher provided theories on communicative language teaching set by different scholars. Moreover, definition of language teaching and task based language teaching; discussions on learners' role in language teaching and the nature of speaking tasks are some of the points discussed in this chapter.

Chapter three mainly focused on research design and methodology. First, the type of research design used to carry out the study was discussed and identified. On this regard, the researcher decided to use the descriptive research since descriptive research is used to describe the state of certain situations as they exist and this matches with the topic of the study. After the identification of the research design, the researcher formulated sampling techniques on which specification was done regarding the site of the study, sources of data and participants needed for the study.

Besides, discussion was also made on data gathering instruments and on the type of data collected. In the study both qualitative and quantitative data collection instruments were employed due to the mixed method research of the study. Thus, quantitative data were collected using questionnaire and observation whereas qualitative data was collected using interview. Finally, procedures of data collection, methods of data analysis, validity and reliability on research and issues related to research ethics were discussed in the chapter.

In chapter four detailed discussion and interpretation was done on the data gathered through different instruments as stated above in chapter three. First, through document analysis tasks available in grade ten students' and teachers' guide were discussed and analyzed to identify whether they are in the line with communicative language teaching or not using Nunan (2004) as a reference. Next, using quantitative instruments, such as, questionnaire and observation, the data gathered from students and teachers were discussed and interpreted. Finally, qualitative data which was collected from the teachers using interview was analyzed and then, the required interpretation was given based on the research questions formulated in Chapter One discussed earlier.

In the first case, it was to assess how capable were the tasks in the students' text book to initiate students' communicative skill. Next, the study targeted to assess the role that students have in teaching and learning of speaking skill. Finally, the researcher assessed the effectiveness of the presentation of communicative tasks to promote students' speaking skill. Thus, based on these research questions, the overall findings of the study revealed that the speaking tasks on grade ten students' text book fulfill some of the criteria set by the current theories of task based language teaching set by Nunan (2004) even though there are some problems which hinder students' communicative competency.

5.2 Conclusions

The study analyzed the speaking tasks of grade ten English for Ethiopia students' textbook to see if they were prepared in the light of current theories of task based language teaching or not using Nunan's (2004) framework which considers the components of communicative tasks (goals, inputs, roles of students and teachers, settings and presentation of activities in the text) and as

well as other checklist for evaluating tasks. The study basically aimed to give answer to the research questions stated earlier.

The first research question asked was: **Q1** “How capable were the tasks in students’ textbook to initiate teaching and learning of speaking skill for communication?” The finding of the research was on the basis of the data gathered from text analysis on the nature of speaking tasks based on Nunan (2004) framework for communicative language teaching and the information gathered using different tools from the teachers and the students for the purpose of the study. Finally, the following conclusions were made on the basis of the information obtained from the above mentioned sources.

Based on the information obtained from the students and the teachers and as well as the text review most of the tasks designed for speaking skill are familiar with the students’ daily life activity. Goals of the tasks designed for speaking are explicitly stated in the text book for teachers’ and students and this fulfills one of the criteria stated for communicative language teaching. The speaking tasks on the students’ text book are interesting and motivating since majority of them are directly related to students’ daily life activities.

Tasks designed to promote students’ communicative skill (speaking) are appropriate to provide students opportunity to practice speaking. For instance, from what has been discussed during text analysis, there are a lot of model dialogues, debates on different issues and role play which are too important in language learning. Based on the data obtained from students’ questionnaire and teachers’ interview the researcher understood that as most of the speaking activities available on the students’ text book encourage group and pair work. Because the speaking tasks are designed in the way students interact in groups and pairs. For instance, the existence of model dialogues increase students’ interaction through the target language.

The second research question asked was: **Q2** “What were the communicative roles of students’ in the teaching and learning of the speaking skill?” To begin with their strong sides, the speaking tasks included in the textbook are appropriate for pair and group work. In addition, as discussed on text analysis and data gathered from teachers and students tasks designed for speaking are also interesting and motivating since they are familiar to students’ routine activities.

But there are some problems identified by the study on how these tasks are appropriate to promote students' oral communications. From these findings, lack of authenticity of the inputs for speaking tasks is some of them. Here, majority of the tasks designed for speaking have not been presented through authentic inputs. That means, most of them seem to be presented for only pedagogical purpose not for real world use of the language.

Next, presenting speaking tasks consist of some various stages. These stages include: a lead stage in which teachers are expected to introduce the topics to the students. The second one is where teachers initiate the learners practice the activities and finally, where teachers organize and provide feedback on the given topics. In all of the stages teachers and students have their own lion share. But in most of the activities there is no such situation. On the other hand, role of learners and teachers have not been explicitly stated in the textbook, but they are stated in the teacher's guide. This shows that students may get it difficult to know their roles in performing specific tasks in a given activity.

The third research question asked was: Q3 "How effective was the classroom presentation of communicative tasks to promote students' speaking skill?" The majority of the tasks designed for speaking let the students use the language outside the class. This was because most of the tasks were designed on the basis of what the students encounter when they come to their real life setting. But most of the speaking tasks on the textbook lack authentic inputs which have a great role for both the teachers and students for meaningful language teaching and learning process. Majority of the tasks have been prepared for only pedagogical purpose and this do not let students learn the language for a realistic use.

Besides, a lot of the speaking tasks found on the text do not involve stages of tasks which are essential for effective language teaching. Because in these stages there is a situation where students' role is magnificent to learn the language and also there is a stage for teachers to initiate the learners and introduce the topic to them. However, most of the tasks do not fulfill this condition. Literature on teaching speaking states that teachers should design a task by themselves to teach speaking. But almost all of the tasks on the text do not invite teachers to make such situations, instead the text does it.

There are many ways of presenting communicative inputs. From these, the inclusion of role plays and points for discussion are more appropriate to promote students' speaking skill. Because they give students high opportunities to practice the language and they are also realistic way of learning. But they have not been fairly distributed along the units of the text as observed during text analysis (few in numbers as compared to other inputs). To sum up, the result of the study showed that tasks designed for speaking on grade ten students' text book have their own strength and weakness.

5.3 Recommendation

Based on the findings of the study, the following recommendations were given to concerned bodies for implementations as follows:

- Thus, students must be encouraged to keep up this kind of positive attitude as the tasks designed for speaking will help them practice speaking in pairs and groups. This can be done by providing communicative tasks daily to be carried out both in the classrooms and outside of it as class and as home works.
- They should also be provided with various kinds oral and written communicative task for role play, for debates and for presentations as individual or as group assignments where they should be allowed to take time and to prepare on them.
- Teachers also should not always base their teaching or the lesson presentations only on their guide books. Rather they have to prepare tasks that will go in line with students' language knowledge, interest and attitudes.

However, there are still some constraints on how speaking tasks are presented to promote students' oral communication.

- Therefore, as it was understood from the teachers and students majority of the speaking tasks available on the textbook lack authenticity. So, concerned bodies should try to revise the nature of the tasks used for oral communication. Because the very meaning of language learning is for communicative purpose and this can be achieved through teaching learning process in a way that leads students practice the language naturally.

- As a result, authentic material should be incorporated in to the speaking tasks so as to make the speaking activities for communicative purpose more interesting and motivating.
- Even though respondents have a mildly favorable attitude towards the tasks designed for speaking skill on grade ten students text book, teachers should give the necessary consideration while teaching speaking. Because still there are some constraints which hinder teaching the target language successfully such as lack of authenticity in the text book as mentioned above.
- Thus, it is important that policy makers, syllabus designers and teachers should consider how language is taught for communicative purpose and the appropriate use of tasks that promote students to learn a language in a real world setting. For instance, syllabus should be designed in a way that teachers prepare communicative tasks by themselves instead of depending on what was produced by the text.
- Ministry of Education and other concerned bodies like, curriculum designers should organize successive workshops, seminars and in-service trainings so that teachers can get the chance to share experiences on how to cope with the existing problems on applying communicative language teaching and adjust their teaching learning process which can go on this line.
- Finally, to solve the above problems further research should be done in the area of communicative language teaching and text evaluation on other skill. Besides, teachers should update themselves on how modern communicative language teaching is presented through the use of tasks effectively.

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Appendix 1

Students Questionnaire

Part I: Aims and Instruction of the Questionnaire

Dear students, 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. Its main aim is to Assess the Appropriateness of Speaking Communicative Tasks: The Case of Grade Ten Students Textbook. Therefore, your genuine responses to the entire questions are extremely valuable. This questionnaire has **four** pages, which are composed of instruction and different questions under **four** parts. **Part one** deals with the purpose of the study and instruction on how to complete the questionnaire. **Part two**, which has **five** questions, is meant to obtain background information on respondents. Next, **part three and four**, which consist of **ten questions each**, are designed to obtain information on: An assessment of the Appropriateness of Speaking Communicative Tasks: The Case of Grade Ten Students Textbook in general.

So, you are politely requested to read all questions carefully and respond honestly to provide the required information. You can provide your answer by making an "X" or "v" in the boxes given in front of the choices. Finally, the producers of the questionnaire likes to disclose that she or he is greatly indebted to all people , who will take part in providing information to the study by filling out the questionnaire. Moreover, the help received will be greatly acknowledged in the paper.

Thank You

Part II: Students Interest towards Learning English

Direction: The following items are meant to obtain information about your interest towards learning English. Please provide your answer by making an “x” or “v” mark in the given boxes.

1. Respondents sex
A. Male () B. Female ()
2. Your interest to learn English?
A. Very high () B. high () C. low D. very low ()
3. Your interest to learn speaking in English?
A. Very high () B. high () C. low () D. very low ()
4. How often do you learn speaking skill in classroom?
A. Always () B. often () C. rarely () D. never ()
5. How often do you use English textbook to learn English?
A. Always () B. often () C. rarely () D. never ()

Part III: Items in the following table are prepared to assess the appropriateness of speaking tasks in student’s English textbook. Please indicate your answer by making an “x” or “v” mark in one of the boxes.

R.N	Speaking tasks in student’s English textbook---	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
3.1	Encourage the practice of speaking.					
3.2	Encourage students to work individually.					
3.3	Encourage students to work in group.					
3.4	Are familiar to students.					
3.5	Are related to student’s daily lives.					
3.6	Are presented using illustrations (pictures)					
3.7	Are authentic (real).					
3.8	Help the students practice the language outside the class.					
3.9	Provide opportunities to the teacher to provide out of the class practice.					
3.10	Allow the teacher provide speaking in the class.					

Part IV: The following items are presented to assess the extent to which the speaking tasks in the student’s textbook are appropriate. So, indicate your answer by making an “x” or “v” mark in one of the boxes.

No.	The speaking tasks in student’s English textbook---	All of them	Most of them	Some of them	None of them
4.1	Encourage the practice of speaking.				
4.2	Encourage students to work individually.				
4.3	Encourage students to work in group.				
4.4	Are familiar to students.				
4.5	Are related to student’s daily lives				
4.6	Are presented using illustrations (pictures)				
4.7	Are authentic (real).				
4.8	Help the students practice the language outside the class.				
4.9	Allow the teacher give asks to be done outside the class.				
4.10	Allow the teacher give tasks to be done in class.				

Appendix 2

Teachers Interview Agreement Form

The aim of this face to face interview is to gather information for a research purpose on the assessment of the appropriateness of the speaking communicative tasks of grade ten English textbook.

Dear teacher, welcome to this face to face interview. 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 ASTU, School of Social Science and Humanities, Department of English. The aim of this face to face interview is to obtain data on the assessment of the appropriateness of the speaking communicative tasks of grade ten English textbook. Therefore, your genuine responses to the entire interview are extremely valuable. So, when you are taking part in this interview session you will be asked about whether the speaking tasks available in the students textbook are purposively designed for promoting students communicative competency or not .

The information you provide will be kept confidential and you won't be identified. You are also free to withdraw from the interview any time without any penalty. If you have any enquiry about the study and the procedures of providing data (answering questions), you are at liberty 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 examine the appropriateness of the speaking communicative tasks of grade ten English textbook for 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 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 use the interview data as described above.

Name _____, sign _____, date _____

Appendix 3

Teacher Interview Guide Questions

1. Please tell me how often do you teach the speaking skill in a class?

2. How appropriate are the tasks in the textbook for the students to practice the language?

3. How interesting are the tasks to students?

4. Please tell me how authentic are the tasks in the textbook?

5. Tell me how related are the speaking activities to students' daily lives?

6. How far will the tasks in the textbook provide opportunities to practice the language in a natural way?

7. Which type of students work (individual or group) do speaking tasks encourage the most?

8. Please tell me about the speaking tasks you give students in the class and outside of it?

Thank you so much. I have finished my questions. If you have any question or comment you would like to make?

Appendix 4

Teachers Interview Transcription

Q1. Please tell me how often do you teach the speaking skill in a class?

T₁: "I rarely practice students to develop speaking skill. Because lack of students interest towards learning speaking skill."

T₂: "I only sometimes include speaking tasks during English classes. Most of the time my intention is on students how to use the language accurately or with little errors."

T₃: "I give less attention to speaking tasks because students are not interested to practice their oral communication."

Q2. How appropriate are the tasks in the textbook for the students to practice the language?

T₁: "Most of the tasks designed for speaking on the text book are appropriate to make students practice speaking."

T₂: "The existence of tasks which are related to students' daily life activities make it simple to teachers and students practice the desired skill."

T₃: "Almost majority of the tasks on the students' text book are suitable to practice speaking."

Q3. How interesting are the tasks to students?

T₁: "The tasks designed for speaking are interesting and motivating because they are familiar to

Students daily life activity"

T₂: "Most of the tasks are interesting since the way they are presented is easy to students to take part in besides they existed in the way that students practice them in their natural setting. "

T₃: "Of course the tasks are interesting. This is due to the fact that majority of them are what students encounter daily."

Q4. Please tell me how authentic are the tasks in the textbook?

T₁: 'The textbook lacks authentic texts. Most of the speaking tasks were presented for pedagogical purposes and this does not allow learners to practice oral communication.'

T₂: 'Most of the tasks seem to be presented for only pedagogical purposes and they lack authenticity.'

T₃: Majority of the tasks lack authenticity. There are only some pictures in some part of the tasks.

Q5. Tell me how related are the speaking activities to students' daily lives?

T₁: 'The tasks designed for speaking are similar to the students' daily life activities. For instance, the inclusions of asking students' interest on what they encounter in their daily life activities are some of the examples which strengthen this point.'

T₂: 'The way that speaking tasks presented to promote students oral communication is directly

related to what students do in their daily life activity.'

T₃: 'Most of the speaking tasks are related to what the students perform daily.'

Q6. How far will the tasks in the textbook provide opportunities to practice the language in a natural way?

T₁: 'Most of the tasks available on the text book are designed in a way students practice the language for communicative purpose.'

T₂: 'Speaking tasks presented on students' textbook make students practice speaking in a way that they use the language for communicative.'

T₃: 'As I think, tasks to promote students oral communication seem to provide students opportunities to practice the language. For instance, students are forced to discuss on certain issues to forward their ideas in groups or pairs. '

Q7. Which type of students work (individual or group) do speaking tasks encourage the most?

T₁: Personally, I believe that almost most of the speaking tasks available on the students' textbook initiate group work than individual work. For instance, in most of the tasks across the whole units, there are activities which let practice the skill in groups.

T₂: Majority of the tasks in the students' text book are appropriate for group work.

Appendix 5

Classroom Observation Check List

School: _____ year: _____ semester: _____

Grade level: _____ section: _____ period: _____

Topic: _____ chapter: _____ - page: _____

Class teacher: _____ observer: _____

No.	The speaking tasks in students' text book.....	Options	
		Yes	No
1.	Seem to be authentic.		
2.	Motivate students.		
3.	Can arise student's interest.		
4.	Are purposefully designed for communication		
5.	Are designed for outside the class.		
6.	Encourage students use the language outside the class.		
7.	Encourage students use the language in real life situation.		
8.	Promote group interaction.		
9.	Contain illustration.		
10.	Are sequenced based on their complexity.		
11.	Provide inputs that are student centered.		