

**AN ANALYSIS OF THE SPEAKING TASKS OF ENGLISH
FOR ETHIOPIA TEXTBOOK: GRADE NINE IN FOCUS.**

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**THE THESIS SUBMITTED TO
THE DEPARTMENT OF FOREIGN LANGUAGE AND
LITERATURE**

**PRESENTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS**

ADDIS ABABA UNIVERSITY

ADDIS ABABA, ETHIOPIA

APRIL 2013

Addis Ababa University

School of Graduate Studies

This is to certify that the thesis prepared by MeseretAreaya entitled: *An analysis of speaking tasks, grade nine English for Ethiopia textbook* in submitted in partial fulfillment of the requirements for degree of Masters of arts (Teaching English as a Foreign Language) complies with the regulations of the University and meets the accepted standards with respect to originality and quality

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Abstract

The main objective of the study was to analyze the speaking tasks of grade nine English for Ethiopia students' textbook that is currently in use with a major objective to looking into whether the tasks in the textbook are designed in light of current theories of communicative tasks. In order to achieve this objective, the textbook and the syllabus have been used as sources of data. Using Nunan's (1989) frame, out of the 55 speaking activities 24 of them were analyzed in terms of goals, inputs, activities, roles and setting. Besides, the tasks were analyzed to see whether they are motivating, authentic, and purposeful, and to see whether they reflect real world use of language, promote pair and group work and lastly whether they include pre, while and post stages of tasks. Classroom observation was the other tool used to see how the tasks are being implemented. In addition to these, in order to see the attitude of students and teachers about the speaking tasks, Interview, questionnaire and classroom observation were also used as instruments in HidaseLideta Secondary and Preparatory school. The findings show that the goals of the tasks meet students' need and interest. Contents which are used as Inputs seem to be familiar to the students even though they lack authenticity. The tasks are also purposeful; they promote pair and group work activities. Students play more roles in the tasks compared to teachers. However the tasks do not fulfill stages of tasks. Based on the findings recommendations are forwarded.

Acknowledgements

First and for most, I would love to thank my Lord God for his priceless favors in my life. I would also like to extend my deepest gratitude to my advisor Dr. GessesseTadesse for his supportive and constructive comments. I want to thank my friends; Tariku Mersiehzena, Elsa Ayele, SamrawitBekele and BisratTadesse for being around and helping me to carry on through all my difficulties. Lastly, I would like to thank teachers and students of HidasseLideta Secondary and Preparatory School for their kind cooperation.

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Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

CLT: Communicative Language Teaching

TBLT: Task-Based Language Teaching

FL: Foreign Language

SL: Second Language

ELT: English Language Teaching

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Figure 1: a framework for analyzing communicative tasks

CHAPTER ONE

1.1. Background of the Study

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

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

According to Brown and Yule (1989), Spoken language production, learning to speak in the foreign language is often considered to be one of the most difficult aspects of language learning. However, the mastery of speaking skills in English is a priority for many second and foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the bases of how well they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness is the huge number of conversations and other speaking course books in the market unlike other skills) though how best to approach the teaching of oral skills has been the focus of methodological debate. Teachers and textbooks make use of small Variety of approaches focusing on specific features of oral interaction to indirect approaches which create conditions for oral interaction through group work, task work and other strategies. Designing tasks for the development of speaking skill is an important element and Communicative language teaching is important in providing the whole-task practice, improve students' motivation, allow natural learning, etc. And most of task definitions suggest that tasks are concerned with communicative language use .In other words, tasks refer to undertaking in which the learner comprehend procedure, produce and interact in the

target language In the context in which they are focused on meaning rather than form (Richards, 1990).

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

The major concern of the study is to analyze the speaking tasks which are found in English for Ethiopia grade 9 students textbook based on theories of communicative tasks using Nunans', (1989) framework.

1.2. Statement of the Problem

One of the main objectives of teaching English in Ethiopia is to address students' communication need. However, this objective is not addressed yet successfully for various reasons. Some scholars suggest that speaking can be developed by speaking, and they urge that students need to have the opportunities to use the language in and outside of the classroom if they have to develop their speaking skills. Despite such views, the importance of speaking has not been given enough emphasis. Speaking has been taught in a way that could not enable learners to use the language effectively. Traditional approaches to teaching speaking characterize most of the speaking classes. In other words, speaking was taught through the form of drills and memorization of dialogues in most classes until recently.

Communicative tasks are very important for developing learners' second language and foreign language speaking skill. They provide a purpose and a desire to communicate. They also allow students to practice using all of the language they know in situations that resemble real settings. In such activities, students are encouraged to work together to develop a plan, resolve a problem, or complete a task. Tasks are considered to provide full opportunities for both input and output requirements which are believed to be key processes in language learning (Richards and Rodgers, 1986). As Nunan (1989) pointed

out that language learning tasks also give learners many opportunities to interact in the target language, allow them to incorporate authentic texts into learning, and let learners use their own insight. In addition, the activities or tasks to be included in language course need to be prepared under careful preparation and ground work exploration. In other words, tasks need to address learners' need, interests, and motivation etc. in order to make tasks more effective Willis,D and J.Willis,(1987) strongly assert that tasks, particularly speaking tasks, need to engage learners' interest, focus on meaning, be goal oriented, and related to the real world activities.

In order to develop ones speaking skill proficiency according to Bailey (1986) cited in Richards and Rodgers (2001), the instructional methodology and materials produced for the purpose of teaching speaking skills are primarily on engaging all learners in the lesson, in providing maximum opportunities, and for students' participation.

Despite these views, some studies and experiences show that there are still some problems in how teaching speaking is approached in the Ethiopian context. Although reports from the Ministry of Education inform us that the new curriculum tries to propose the revision of the former curriculum and brings the CLT (Communicative Language Teaching) in the teaching learning process, there are some practical indications that the communicative orientation is not totally being put in practice in many communicative teaching materials or course books. For instance, as cited on Abdulatif Hajji's (2011),the speaking tasks in many of the course materials being used in our language programs, particularly on higher level programs, seem to lack some qualities. In other words, teaching materials do not seem to help students meet basic requirements such as communicating in English in the course of learning, conducting discussions on a given theme and talking about daily topic with other students freely. According to the studies such as GirmaGezahgne (2005), and TigluGeza (2008), Ethiopian secondary school students have failed to communicate their ideas, opinions, and feelings in English either in classroom or in their daily lives (outside the classroom). Furthermore, MazengiaMekonnen (1982), who analyzed the objectives of the textbook concluded that communicative activities and direct experiences were not built into the content of grade nine and ten English Textbooks. Besides Abdulatif Hajji's (2011), and

AbebaW Dessalew's (2012) studies are related to the present study as they focus on analysis of dissimilar tasks in the textbook, However, AbebaW Dessalew (2012) analyzes the listening tasks of grade 12 English Textbook. Similarly, Abdulatif Hajji-Ismail (2011), in his study focused on analyzing the speaking tasks and it is in some way the same with this study in terms of the topic selected. However he did his study on grade 12 English for Ethiopia textbook. What makes Mazengias' study different from this study is that he focuses on the objectives of the tasks. Abdulatif Hajji-Ismail (2011), focused on the speaking tasks in grade 12 English students' Textbook and their effectiveness in making students communicative in the target language. What makes this study different from all the others is that it attempts to analyze the speaking tasks of grade 9 students' English Textbook to see whether they are designed in light of the current theories of communicative tasks or not.

1.3. Objectives of the Study

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

The Specific objectives of the study are to:

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

1.4. Research Questions

The study also tried to provide answer for the following questions:

- ✓ Do the tasks meet the criteria set for communicative tasks or not?
- ✓ What are the students and teachers' role in the textbook?
- ✓ How do students and teachers' attitude towards the speaking tasks?

1.5. Significance of the Study

This study analyzed the speaking tasks of grade Nine English for Ethiopia students' textbook to see whether they are designed in light with current theories of communicative tasks or not based on Nunan's (1989), criteria. Moreover, from the study the concerned bodies (curriculum designers, teachers etc.) of the area will benefit for they may have an insight into the area. Therefore, these concerned bodies will be able to see their current activities in light of some basic communicative task criteria and will make essential adjustments on designing tasks. Teachers who are learning for their MA can also have a better understanding of the nature of communicative speaking tasks and be able to see their performance and approach in light of the criteria. It will also be used as a reference material for future researches.

1.6. Scope of the Study

The study is delimited only to analyzing Grade nine English for Ethiopia students' Textbook and particularly the speaking tasks; this is done because speaking skill is a critical problem to many students. Beside the study is delimited to a single grade level (grade nine) and single school so as to assess their reaction towards the tasks in the textbook.

1.7. Limitations of the Study

The result of the study would have been generalizable if the study had included more number of professionals (textbook writers and curriculum designers) in the area, more grade levels and more schools. Moreover, it would have been better if the study had included other language skills. The researcher could not have done this because of time, finance and other resource constraints.

CHAPTER TWO

2. A review of related literature

2.1. Language Teaching

Why do we teach foreign language in schools? 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 (Brumfit, 1990).

Harmer (1991), stated, 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 in to highly structured paragraphs. Spoken language on the other hand consists of short, often fragmentary utterances, in a range of pronunciations. There is often a great deal of repetition and overlap among speakers besides, speakers frequently use nonspecific references.

Moreover, most of the time in teaching of English language there is a problem of fulfilling its goals. Even after years of English teaching, the learners do not gain the confidence for using the language in and outside the classroom. Their output in the language is limited to writing run of the mill answers for literature chapters and, producing grammatically accurate, but isolated sentences (Littlewood, W. 1981).

But according to Richards and Rodgers (1986), speech was considered as the basic of language of all four language skills. it is one of the most frequent means of interaction in the teaching and learning process moreover, it is suggested that people who know a certain language are referred to 'speakers' of that particular language. As teachers face some problems in motivating learners to speak in the target language, the activities in

the classroom should aim to help students achieve some kind of communicative skill in the foreign language; real communicative situations have to be created. As Klippel (1994), indicates, real situations can create a real world context in the classroom and this will make students more motivated to take part in the language learning activities.

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 for the teachers to help the students with. 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 listen in besides, When he/she speaks, he/she makes a noise which will disturb other students unless they are participating in the overall interaction with the actual speaker (Brown and Yule, 1989).

However compared to the teaching of other skills, speaking is more demanding on the role of the teacher than the effort other skills require (Brown and Yule, 1989). In relation to this idea, Nunan (2003) said speaking is a very important part of second language learning because; the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life. Other scholars add that it is essential that teachers pay great attention to teaching speaking rather than leading students to unpolluted memorization.

Beside the fact that speaking is a skill, which deserves attention like other skills, both in first and second languages, learners often need to be able to speak with confidence and carry out many of their basic transactions. They may make or lose their friends because of lack of speaking skill. It is the medium part excellence social solidarity, social ranking, of professional advancement and of business. It is also a medium through which much

language is learned and which particularly conducive for learning, perhaps, then the teaching of speaking merits more thought (Bygate, 1987).

Students learn to speak by speaking (Rivers, 1981). However, the teaching of oral language skills was traditionally considered as the most difficult task; because in the past, written language was given more attention than speaking. Speaking a language is different for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (Shumin, 1997).

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

What should a course in spoken English production prepare a student to do? The intention is, often, that the student should be able to 'express himself/herself in the target language; to attain basic interactive skills like exchanging greetings and thanks and apologies, etc. and to express his/her 'needs' request information, service etc. (Brown and Yule, 1989).

And to let learners master this kind of skills, a real world use of language should be incorporated in the classroom as much as possible. In doing so, communicative language teaching plays a crucial role.

2.3. Communicative Language Teaching (CLT)

The origins of communicative language teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s (Richard and Theodore, 2001).

According to mentioned sources, one of the characteristics features of communicative language teaching is that it pays systematic attention to functional as well as structural aspect of language. And some of the characteristics of communicative view of language are:

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

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

Communicative language teaching is best considered as an approach rather than a method. It refers to a set of principle that reflects a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. These principles include:

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

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

2.4. Characteristics of Traditional and Communicative Approaches

When teachers choose communicative or traditional method one over the other, they would have their own reasons; however it is good to know the differences between them before applying. There is a big difference between traditional and communicative approaches of language teaching. The way they deliver elements of language, their focus, degree of coverage, view of language, type of language use, criterion of success, language emphasis, role of teachers and students, and attitude to errors are all different and it is clearly stated in the table below.

Table: 1. Traditional and Communicative Approach

Traditional approaches	Communicative approaches
1. Focus in learning Focus is on the language as a structured system of grammatical patterns	Focus is on communication
2. How language items are selected This is done on linguistic criteria alone.	This is done on the basis of what language items the learner needs to know in order to get things done.
3. How long items are sequenced. This is determined on linguistic ground.	This is determined on other grounds with the emphasis on content meaning and interest.
4. Degree of coverage The aim is to cover the 'whole picture' of language structure by systematic linear progression.	The aim is to cover; in any particular phase, only what the learner needs and sees as important.
5. View of language A language is seen as a unified entity with fixed grammatical patterns and a core of basic words.	The variety of language is accepted and seen as determined by the character of particular communicative contexts.
6. Type of language used Tends to be formed and bookish	Genuine everyday language is emphasized.
7. What is regarded as a criterion of success: Aim is to have students produce formally correct sentences.	Aim is to have students communicate effectively and in a manner appropriate to the content they are working in.
8. Which language skills are emphasized: Reading and writing	Spoken interactions are regarded as at least as important as reading and writing.
9. Teacher student roles Tends to be teacher-centered.	Is student-centered
10. Attitude to errors: In correct utterances are seen as deviations from the norms of standard grammar.	Partially correct and incomplete utterances are seen as such rather than just 'wrong'.
11. Similarity/dissimilarity to natural language-learning. Reverses the natural language learning process by concentrating on the form of utterances rather than on the content.	Resembles the natural language learning process in that the content of the utterances is emphasized rather than the form.

Adapted from Quinn (1984)

As it is clearly stated above the focus of communicative approach is on communication unlike the traditional one. Moreover, in communicative approach items are sequenced with the emphasis on content meaning and interest. And the degree of coverage is only on what learners need. In addition, the type of language use is an everyday language use and In relation to this the aim of communicative approach is in making students

communicative effectively in a manner appropriate to the content they are working with whereas in the traditional approach the aim is to make students to produce formally correct sentences reading and writing skills are emphasized.

2.5. Task

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

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

Some scholars present the use of tasks regarding teaching spoken language. According to Nunan (1989), language teaching tasks give learners many opportunities to interact in the target language, allows learners to incorporate authentic texts into learning, and lets learners use their own insight. In addition, the activities on tasks to be included in language courses need to be prepared under rigorous planning and preliminary investigation.

Through tasks, we can engage learners in the kinds of cognitive process that arise in communication outside the classroom. These processing, noticing, negotiating meaning, lexicalized and rule based production, scaffold production, private speech, and

negotiating form involve the learner in attention to meaning and form in the context of using the L₂ (second language) to achieve a communicative purpose (Ellis, 2003).

Rationale in Designing Tasks

There are two basic reasons to use tasks in a language classroom and they are psycholinguistic and socio-cultural reasons.

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

However, according to Krashen (1997), and (Ellis 2003), the essential requirement necessary for language acquisition to take place is the learners' participation in natural communication situations, where meaning is primary a focus. So, psycholinguistic rationale has a pedagogic nature.

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

Task Based Approach

Task based approach is not as strict on details as the traditional test of grammar and vocabulary. Rather it provides, in the form of a specific task, a general requirement that the speaker performs the task, using spoken English, however, does not demand that he/she uses any specific grammatical structures or any specific vocabulary items in

his/her performance. Those structures and words he/she does choose to use, however, must be adequate for the performance of the task (Brown and Yule, 1989).

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

2.6. 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.

2.7. Components of Communicative Tasks

Nunan (1989) suggested that the communicative tasks will contain communicative components these are: goals, inputs, activities, settings and roles.

Goals

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. Beside task and task goals enable the program planner and material writer to provide explicit links between the task and the broader curriculum. Without clearly articulated sets of goals statements, there is a risk that task based teaching programs will lack coherence Widdowson, (1987).

Input

Input is used to refer to the language that is addressed to the foreign language learner either by a native speaker or by another foreign language learner. Input also is a term used to mean the language that students hear or read. There should be some new information that learners have not known: The input should be, in other words, data slightly higher level than the student is capable of using, but as a level that he/she is capable of understanding. (Ellis 1999)

According to (Krashen,1985) Textbooks are concerned with teaching and learning of the language itself, in some or all of its aspect they should have correct, recent and Standard English as well. The language input in instructional materials must be comprehensive and it should match to the abilities of the students. Comprehensible input in the target language is both necessary and sufficient.

More to the point, Cunningsworth (1995), teaching materials can be enriched through authentic inputs. They claim that textbooks can promote autonomy and self-reliance by

incorporating authentic materials, creating realistic situation and encouraging learners to participate in activities which develop communicative skills.

Activities

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 (listening, speaking, reading and writing). In his characterization, speaking seems the most important activity; people who know a language are referred to as “speakers” of the language.

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

1. Information Gap Activity

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

2. Reasoning Gap Activity

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

3. Opinion Gap Activity

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

2.8. Purposes of Communicative Activities

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

a) They provide whole-task practice

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

b) They Improve Motivation

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

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

c) They Allow Natural Learning

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

d) They can create a context which supports learning

Communicative 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.

Roles

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

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

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

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

Setting

According to Nunan(1989), setting refers to the classroom management specified or implied in the task, and it also requires consideration of whether the task is to be carried

out wholly or partly outside the classroom. It also implies the instructional setting where pedagogical conditions are treated. He distinguishes between two aspects of the learning situation.

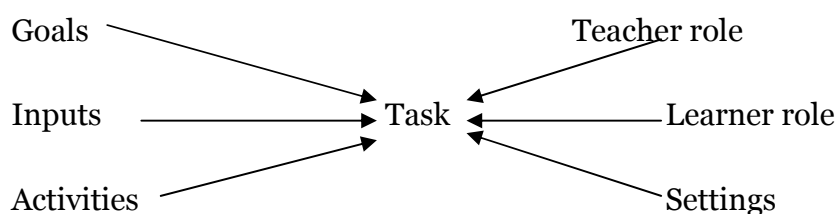


Figure1.A framework for Analyzing Communicative Tasks

(Source: Nunan, 1989)

2.9. Nature of Speaking Tasks (Activities)

According to Nunan (1989), as cited in Abdulatif Hajji-Ismail (2011), ‘activities’ specify what learners will actually do with the input which forms the point of departure for the learning task. Due to this, balanced communicative activities play an important role in language to improve communicative skills of the learner in the classroom. According to him, a good task can be realized if it comes up with the following requirements.

a) The Task has to be Motivating

Motivation on its own is rather difficult to define. It is easier and more useful to think in terms of the ‘motivated learner’. One who is willing or even eager to invest efforts in learning activities and to progress is a motivated learner.

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

More to the point, Willis (1996), elaborates Motivation as an essential condition for effective language learning it is the key to success in language learning, such success and

satisfaction are key factors in sustaining motivation. If students get good results, they will be more willing to continue participating in class and use the language outside the classroom.

b) The Task must Elicit Real Communication

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

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

c) Tasks must have a Purpose that goes beyond a Classroom Exercise

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

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

d) Tasks should Preferably be Fair for Pair /Group-work

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

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

e) Texts in Tasks 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 source. Example of authentic text material include texts, video tapes, audio recordings, TV and Radio broad casts, conversations, interviews, announcements, field trips. Bygate (1987), also recommend using pictures for communicative purposes in the design of spoken course materials.

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

f) The Task must include a Pre-Task a While-Task and Post-Task

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

activity, initiate the students perform the task, and finally she/he organizes feedback. (Harmer, 1991)

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

2.10. Role of Textbooks

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

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

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

Textbooks have several additional roles in the ELT (English language teaching) curriculum. Besides, they are an effective resource for self-directed learning, an effective resource for presentation material, a source of idea and activities. It can also be used as a reference source for a syllabus where it reflects predetermined learning objectives and support for less experienced teachers who have yet to gain a confidence (Cunningworth, 1995).

Generally, the text book is also most universal of ELT (English Language Teaching) material. Millions of copies As Hutchinson and Torres (1994), noted, textbooks are sold every day, and numerous aid projects have been established to produce them in various countries because no teaching learning situation is complete without a relevant text book.

However, according to Sheldon (1988), textbooks do not only represent the visible components of any ELT (English Language Teaching) program but also offer considerable advantages for both the students and teachers in the ESL/EFL classroom. As cited on AbebawDessalew (2012) researchers such as Porreca (1984), Florent and Walter (1989), Carrell and Korwitz (1994) also demonstrated that many EFL/ESL textbooks still contain inappropriate examples of gender bias, sexism and stereotyping. They describe such gender-related inequities as the relative invisibility of female characters, the unrealistic and sexist portrayals of men and women as well as linguistic biases such as ‘gendered’ English and sexist language.

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

CHAPTER THREE

3.1. Methodology

In this chapter, the research design used the sources of data, data gathering instruments, method of data analysis, data organization and data presentation procedures are presented.

3.1.1. Research Design

The main objective of the study is to analyze the speaking tasks of grade nine English for Ethiopia students' textbook, which is currently in use. The study aimed to analyze to see whether the tasks (activities) in the textbook are designed in light of current communicative theories. In order to achieve this objective, a descriptive design is used. Both qualitative and quantitative research approaches have been adopted. The problem under investigation has more of a qualitative aspect, i.e. analysis of the tasks was done mostly in words based on some communicative components of tasks. The quantitative approach was used to corroborate the qualitative information i.e. to express some data in terms of number for interpretation. In analyzing the activities in the textbook, it was necessary to group them based on components of communicative tasks as well as on their particular characteristics based on Nunan's (1989) framework. In addition 24 out of 55 examples of speaking activities from the text book have been analyzed and described in words. Questionnaires, interview and classroom observation were also used. Participants were from HidaseLideta Secondary and Preparatory School grade nine students. There were 756 grade nine students and eight English teachers in the school. Out of 756 students, 80 (10.58 %) were taken as sample. On the other hand, 4 teachers out of the 8 were interviewed. Five class-room observations were also carried out.

3.1.2. Sources of Data

Data for the study were collected from the currently in use grade nine English for Ethiopia Textbook and the syllabus (which is included in teachers' guide), of speaking activities. The textbook was selected because it is new. It has been in use since 2004 E.C. The speaking tasks are the main target of the study. Moreover, the researcher has been

teaching in this grade level and knows both textbooks (new and former English for Ethiopia textbooks), so that the researcher was motivated to see if the tasks in the new textbook are designed in a way that they help in promoting students' communicative skill. Moreover, in order to assess students' reaction and attitude towards the speaking tasks in the textbook, a questionnaire was used. An interview for teachers and five period classroom observations in HidaseLideta secondary and preparatory governmental school were also conducted.

3.1.3. Data Gathering Instruments

The major instrument used in the study is a content /textbook analysis. The speaking tasks in all the units were examined (analyzed) based on the current theories of communicative tasks, i.e. (input activities, goals, roles, settings, activities) using Nunan's (1989) framework. These elements (checklists) are also used to analyze the nature of the speaking activities. The use of checklists has many advantages according to McGrath (2002), it is systematic; moreover, it ensures that all elements that seemed to be important are considered. On the other hand, it is cost effective; i.e. it permits a good deal of information to be recorded in a relatively short space of time. The information is recorded in a convenient format so that easy comparison between sets of materials can be done. The format is explicit and it provides categories that are well understood by all involved in the evaluation. This offers a common framework for decision making. The textbook analysis was done based on Nunan's (1989) communicative tasks criteria. It was slightly adapted so that it can focus only on the speaking tasks. As pointed out above, questionnaires, interviews and classroom observation were made to see the reactions of teachers and students towards the speaking tasks. They are all set by in consistent with the criteria.

3.1.4. Method of Data Analysis

As stated earlier, the researcher used Nunan's (1989) framework to analyze the speaking tasks in order to find out whether they are prepared based on the current theories of communicative tasks or not. Out of 55 speaking activities in the textbook 24 of them were analyzed. The introduction parts, revisions and assessments are excluded in the study. After gathering the data from the textbook, they were categorized and analyzed in

terms of the criteria using 5 checklists prepared for this purpose. Interpretations were then made and on the bases of these conclusions were drawn and recommendations given.

3.1.5.Data Organization and Presentation

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

CHAPTER FOUR

4. Data Analysis and PresentationsGeneral Description of the Textbook

In this study, Grade nine students' English for Ethiopia textbook is analyzed. Particularly, the speaking activities (tasks) are analyzed in terms of their nature, based on Nunan's (1989) communicative tasks criteria.

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

Table: 2*The Distribution of Speaking (skills) Activities in the Textbook*

Units	No of Speaking Activities in each Unit
1. Learning to learn	3
2. Place to visit	6
3. Hobbies and crafts	4
4. Food for health	4
5. HIV and AIDS	4
6. Media, TV, and radio	6
7. Cities of the future	4
8. Money and finance	5
9. People and traditional culture	7
10. Newspapers and magazines	5
11. Endangered animals	3

12. Stigma and discrimination	4
	55 speaking activities

As it is clearly indicated in the table, the textbook consists of twelve units based on different kinds of topics; each unit is divided into two parts. Each unit covers 11 periods which in fact is distributed to all the four skills in the unit, however, it is not clearly stated how many periods 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 8 lessons (excluding the introduction) in every unit corresponding both macro and micro skills i.e. reading listening, language focus (grammar), increase word power (vocabulary), speaking, writing, study skills and fun with words. The textbook has a teacher guide with a grade 9 syllabus.

The speaking Tasks Included in the Textbook

As it was stated above, there are 12 units in the textbook and they all deal with different issues. The first unit is about learning to learn and all lessons revolve about the main topic with different approach. In this unit, there are three speaking activities a *pronunciation practice*, *class survey (interview)* and *the school advice*. Unit two deals with issues of different places to visit in Ethiopia: There are seven speaking tasks in this unit and these are, *describing places*, *survey (about holidays that attract them most)*, *asking politely*, *future plans*, *giving directions*, *pronunciation practice (use of short form of present perfect)*, *pronunciation of endings (-d or -ed)*. The third unit discusses issues of Hobbies and crafts and there are four speaking activities and they are, *'what I like doing in my free time'*, *class survey (hobbies)*, *pronunciation practice (use and of)* and *agreeing and disagreeing*. Unit four has a discussion issues about food and other related ideas. The unit includes four lessons and they are *proverbs of different country*, *healthy and unhealthy foods*, *class survey* and *pronunciation practice (e; and ie)*. The fifth unit of the book deals with HIV and AIDS and there are four speaking activities included in the unit they are *discussion about AIDS*, *expressing sympathy*, *advice for*

young children and problem pictures. In this topic there is no pronunciation practice like the previous four chapters.

The sixth unit focuses on Media, TV and Radio. There are five speaking tasks included in this unit and these are, *describing people, expressing opinions, radio and TV programmers*, *‘Who is your favorite celebrity?’* and *word stress*. Unit seven is about issues of cities of the future and there are four speaking tasks included in this unit, these are, *comparing cities, using the correct stress, Ethiopia past and present and predicting the future*. Unit eight deals with money and finance and related issues; in the unit there are five speaking activities included and these are, *matching currencies, dialogue in a bank, discussion, expressing surprise and winning the lottery*. The ninth unit is “people and traditional culture” and there are seven speaking tasks included in the unit, they are *traditional objects, and what do you know about Ethiopia culture and tradition? Adverb of manner, expressing opinions, debate, parts of body, and asking for clarification*. Unit ten discuss issues of newspaper and Magazine and other related issues there are five speaking tasks included in the unit and they are *agreeing and disagreeing, saying opinion, pronunciation practice, debate, and pronunciation word stress and newspaper*.

Chapter eleven talk endangered animals, and it has three speaking tasks, *talking about animals, endangered animals and a group discussion*. Chapter twelve is the last chapter in the textbook and it discusses issues of stigma and discrimination there are four speaking tasks in the unit and are *discrimination, helping the disable, pronunciation polysyllabic words and lastly ‘are these sayings true?’*

Analysis of speaking activities in the light of Components of Communicative tasks

4.1. Goals

When analyzing 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 that, goals help in directing and shaping the way. Objectives also need to be clear, stated explicitly, and precise so as to provide a clear insight of roles that teachers and students are expected to achieve.

Table: 3 *Objectives of Speaking Activities in Grade 9 English for Ethiopia Students’ Textbook*

Component of communicative tasks	Units	Objectives
Goals	1. Learning to learn	By the end of this part of the unit you will be able to: - Practice asking questions with the correct pronunciation. - Use question words to ask questions - Match people with their nationalities and countries - Read about five students and complete a chart about them. - Complete a classes survey about clubs and activities - Discuss what advice the students would give new students.
	2. Places to visit	By the end of this part of this unit students will be able to: - Describe some photographs of place in Ethiopia - Complete a class survey about holidays - Give directions to place on map - Ask for directions politely
	3. Hobbies and crafts	By the end of this part of the unit students will be able to: - Talk about what you like doing in your free time. - Conduct a class survey of hobbies - Agree and disagree with others

	4. Food for health	By the end of this part of the unit students will be able to: - Talk about the food you like - Discuss the meaning of some food proverbs - Talk about healthy and unhealthy foods. - Complete a class survey about favorite foods - Pronunciation practice
	5. HIV & AIDS	By the end of this part of the unit students will be able to: - Take part in a discussion about AIDS. - Express sympathy with someone - Give advice to younger children about AIDS - Discuss pictures showing teen age problems
	6. Media TV, and radio	By the end of this part of unit students will be able to: - Discuss the media - Match text and pictures of famous people and talk about them - Express your opinions - Discuss a televisions schedule - Talk about your favorite celebrity - Pronounce words with a different number of syllables.
	7. Cities of the future	By the end of this part of the unit students will be able to: - Answer questions about cities of the world - Compare cities - Use the correct sentence stress when speaking - Discuss the difference between Ethiopia past and present - Talk about the future using 'will' - Express young opinion about the future
	8. Money and finance	By the end of this part of the unit students will be able to: - Play a game to match currencies whit their countries

		- Role play a dialogue in a bank - Hold a group discussion - Express surprise at unexpected news - discuss what you would do if you won the lottery
	9. people and traditional culture	By the end of this part of the unit students will be able to: - Discuss traditional Ethiopian festivals - Describe traditional; objects - Discuss Ethiopian culture and traditions - Use adverbs of manner - Take parts in a debate - Revise your vocabulary for parts of the body - Ask for clarification of the meaning of something.
	10. Newspaper And magazines	By the end of this part of the unit students will be able to: - Discuss what you know about current affairs - Agree, disagree and give your opinions about a topic - Pronounce words related to newspapers and magazines - Use the correct word stress - Conduct an interview by a newspaper report
	11. Endangered animals	By the end of this part of the unit students will be able to: - Name and classify various animals - Talk with your partner about your favorite animal - Discuss some endangered animals in Ethiopia - Take part in a group discussion
	12. Stigma and discrimination	By the end of this part of the unit students will be able to: - Answer questions about disability - Discuss discrimination in a group - Ask questions about a disability - Pronounce polysyllabic words - Read and discuss some traditional sayings

Goals should be clear and stated explicitly; 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.

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, implicit, which do not reflect learners' goals.

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

Example: 1

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

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

According to the above example, the objectives "ask students to use questioning words to ask questions", "to match people with their nationalities and countries", "to read

about five students” and “complete a chart about them”, to complete a class survey about clubs and activities, to discuss what advice they would give to new students. And as it can be seen most of them are clear in telling students what to do, they also encourage students to use the classroom language in the outside world like how to give an advice.

Table: 4 Pedagogy and real world rationale of the objectives

Pedagogic objectives	Real world objectives
- Practice asking questions with the correct pronunciation. - Match people with their nationalities and countries - Read about five students and complete a chart about them. - Complete a classes survey about clubs and activities - Complete a class survey about holidays - Give directions to place on map - Conduct a class survey of hobbies - Pronunciation practice - Discuss pictures showing teen age problems - Pronounce words with a different number of syllables. - Match text and pictures of famous people and talk about them - Use the correct sentence stress when speaking - Talk about the future using ‘will’	- Use question words to ask questions - Discuss what advice the students would give new students. - Describe some photographs of place in Ethiopia - Ask for directions politely - Talk about what you like doing in your free time. - Agree and disagree with others - Talk about the food you like - Discuss the meaning of some food proverbs - Talk about healthy and unhealthy foods. - Complete a class survey about favorite foods - Take part in a discussion about AIDS. - Express sympathy with someone - Give advice to younger children about AIDS - Discuss the media - Express your opinions - Discuss a televisions schedule - Talk about your favorite celebrity - Answer questions about cities of the world - Compare cities - Express young opinion about the future - Discuss the difference between Ethiopia past and present - Role play a dialogue in a bank - Hold a group discussion - Express surprise at unexpected news

- Play a game to match currencies with their countries - Revise your vocabulary for parts of the body - Agree, disagree and give your opinions about a topic - Pronounce words related to newspapers and magazines - Use the correct word stress - Pronounce polysyllabic words	- discuss what you would do if you won the lottery - Ask for clarification of the meaning of something. - Take parts in a debate - Discuss traditional Ethiopian festivals - Describe traditional; objects - Discuss Ethiopian culture and traditions - Take parts in a debate - Ask for clarification of the meaning of something. - Discuss what you know about current affairs - Conduct an interview by a newspaper report - Name and classify various animals - Talk with your partner about your favorite animal - Discuss some endangered animals in Ethiopia - Take part in a group discussion - Answer questions about disability - Discuss discrimination in a group - Ask questions about a disability - Read and discuss some traditional sayings
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It can be seen clearly from the above table; the objectives of speaking tasks have a real world rationale than pedagogic nature So that, students could have the chance to be exposed to the real world use of language. Moreover students can be motivated to engage themselves in the activities for they are familiar to the topics in one or other way before the previous grade level.

4.1.1. Speaking Tasks and their Objectives

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

Example 2 (page 43)

What do I like doing in my free time?

- 1. You are going to talk about your favorite free-time activity.**
Before you start, spend a few minutes thinking about it and consider the following questions:
 - **How much time do you spend on it?**
 - **How long do you need special clothing or equipment?**
 - **How have you been doing it?**
 - **How good are you?**
 - **What do you gain from doing it?**
 - **Why do you enjoy it?**

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

4.2. Inputs

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

Table: 5 Inputs of speaking tasks in grade 9 students' English for Ethiopia text book

Component of a Communicative task	Units	Means of presenting inputs
Input	1	- Dialogue (model) - Discussion topic - Sentences
	2	- Picture (places) - Model Interview - Discussion topic - Sentences
	3	- Dialogue - Discussion topic - Sentence
	4	- Dialogue - Discussion topic - Proverbs
	5	- Dialogue - Discussion topic - Sentence - Picture
	6	- Discussion topic - Model Dialogue - Picture (celebrities)
	7	- Picture (cities) - Dialogue - Discussion topic - Sentence
	8	- Model Dialogue - Discussion topic
	9	- Picture - Model Dialogue

		- Discussion - Sentence
	10	- Interview - Sentence - Model dialogue
	11	- Picture - Model Dialogue
	12	- Role play (topic) - Picture (disabilities) - Model Dialogue

As it can be seen from the table, there are different kinds of means of presenting inputs in the text book, authentic and inauthentic that students are supposed to read, here speak and listen. Sentences (contextualized and decontextualized), different kinds of contexts, model dialogues, pictures, role play are dominant inputs. They are found in almost all the units. The pictures used in the textbook are also said to be authentic, there are pictures of cities, photos of celebrities and disabled people, which are not intentionally prepared for the teaching purpose. The topics are mostly familiar to the students; here is an example.

Example 3 (page 14)

New School Advice

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

Example:

Punctuality	
Completing homework on time	
Neat handwriting	

3. Now write two Sentences about the Following:
I am good at ...

This year I will try harder to ...

In the above activities students are asked to discuss in group the advice they would give to new students when they join the school they are given a model dialogue to show them how they will communicate concerning the issue. However the input has no authenticity.

4.2.1. 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 different kinds of activities. Students need to be provided opportunities which involve them in real communication and genuine language use drawn from variety of sources. 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, especially of audio video materials which are highly retted to the speaking and listening skill in improving students, pronunciations.

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

Example: 4

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

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

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

4.3. Roles

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

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

Table 6: *Roles of Learners’ and Teachers’ in Speaking Lessons of Grade 9 English for Ethiopia Textbook*

Component of Communicative Tasks	Units	Roles
Roles of Teachers	1	- Practice Model rising intonation for questions - Explain assessment and goal settings
	2	- Practice model dialogues with students - Revise words and phrases for giving direction - Write sentences using present perfect tense on the board - Write model pronunciations of contractions on the board
	3	- Practice Model pronunciation of ‘of’
	4	- Saying words (-ei and -ie) (pronunciation mode) - Introduce topic with the proverb - Revise first conditional adjective and

		prepositions using pictures.
	5	- Lists sympathy phrase - Says a model verb
	6	- Involve in a role play with students
	7	- Illustrates giving an alternative perspective
	8	- Elicit phrases for a dialogue in a bank - Write second conditional sentences on board,
	9	- Practice Model expressions about asking for clarification - Divide the class into groups to debate - Explain deference between 'for', during', 'while' - Introduce social expressions and checks pronunciation - Elicit views on the importance of keeping Ethiopian traditional culture
	10	- Group students to do an activity - Write words on the board - Prepare simple statements on
	11	- Give examples of endangered animals in Ethiopia
	12	- Write polysyllabic words on the board. - Model pronunciations and mark word stress - Monitor discussions
Roles of Learners	1	- Practice an interview - Take a part in group discussion - Practicing pronunciation
	2	- Practicing pronunciation taking part in a group discussion interviewing
	3	- Take part in a group discussion interviewing - pronunciation practice - Conduct a class server and ask questions about hobbies - Read a list of hobbies and classify into groups
	4	- Practice a dialogue - take a part in a group discussion - Practicing pronunciation - write down the foods they eat
	5	- Brain storm a list of ways about HIV can be transmitted - Discuss in a group how to treat people with HIV - Taking part in a group discussion and role play

		- Making sentences and describing places from picture.
	6	- Take part in a group discussion and in a role play - Look picture of celebrities and describe to their partner - Makes news program in group
	7	- Make statements about the future - Express opinions - Compare and contrast pictures of cities
	8	- Debate the topic it is better to be educated than rich” - Match currencies with their countries - Making a dialogue - Expressing opinions
	9	- Describe pictures of traditional cloth, artifacts and identify regions - Doing gap filling and sentence transformation - Brain storm Ethiopia culture and tradition - Take part in a role play and discussion - Express opinions and making dialogue - Match words with part of body.
	10	- Revise the vocabulary of giving opinion agree/disagree - Follow carefully when the teacher models use of determines - Pronunciation practice taking part in a discussion and - debate - interview
	11	- Debate the causes for animals become extinct - Taking part in a discussion.
	12	- Repeat, practice and makes own sentences read a list of popular is conception and tick T/F - Brain storm the reasons for discrimination - Take part in a role play

As stated in the above table, there are roles given to teachers and students to take part in the given tasks. The textbook states students role, i.e. things to do in the exercise however, they are not overtly stated, in addition teachers role is not also stated in the students textbook at all. their roles are stated in the grade nine English syllabus and it is

stated a bit clearly in a way it could help both the teachers and students to carry out their tasks properly according to the predetermined goals and most of the roles given to the teacher are leading and running students activity. Moreover, most of the tasks in the textbook are student centered, which is one of the principle of CLT (Communicative Language Teaching).

4.3.1. Roles and Tasks

According to the principle of communicative language teaching the lion's share of the roles 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. Let us look an example.

Example 5 (page 131)

Predicting the Future

- 1. What do you think your own town /village/ city will look like in 50 years' time? Work in a group and express your opinions about this using social expressions such as:***
 - *I think*
 - *In my opinion*
 - *I wonder if*
 - *I'm sure that ...*
 - *I suppose ...*
- 2. Note your opinions and give your reasons for each statement. Delegate a group leader to present the results of your discussions to the rest of the class.***

Examples:

I think cities will have faster transport systems.

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

In the above activity, it is apparent that learners are provided a big share role in performing the given task. In this activity they are asked to talk about the future, i.e. how their cities will look like in the coming fifty years. Therefore, they are used to discuss in group then present their result of discussion. 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 very well. Moreover, the topic appears to be curious in making students interested in discussing the issue. In more general term in the unit which the above exercise is extracted; teachers' role is to illustrate the idea by giving an attractive perception, whereas students' role is making statements about the future; express their opinions and compare and contrast pictures of cities. Let us look a different example.

Example 6 (page 160)

Debate

- 1. Work in groups and suggest some ideas about the importance of keeping Ethiopia's traditional culture. When you have reached an agreement, tell your ideas to your teacher, who will write them on the board.***
- 2. Say whether you agree or disagree with the list on the board, and give reasons for your opinions.***
- 3. Your teacher will divide the class into four groups. Each group should select five students to take on the following roles in preparation for a debate:***
 - Chairperson: who greets the audience and introduces the speakers and topic for the debate.***
 - Main speaker: who supports the motion? (the proposal/the idea)***
 - Main speaker: who supports the motion?***
 - Second speaker: who supports the motion***
 - Second speaker: who opposes the motion?***
- 4. In your group, prepare to debate on the following topics, using more expressions you learnt in A9.9 speaking: expressing opinions:***
 - It doesn't matter that traditional cultures will soon disappear.***
 - It is better to lead a traditional life in the country than in the city.***
 - Ethiopia should do all it can to keep its traditions and culture.***
 - It is not possible for Ethiopia to become a developed country without destroying its traditions and culture.***
- 5. Draw the following grid (one grid for each topic) on a piece of paper:***

Speaker 1: arguments in support of the motion speaker 1: arguments against the motion

Speaker 2: arguments in support of the motion speaker 2: arguments against the motion

- 6. In your group, think of arguments for and against each topic. Use your notes to write short speeches for each speaker in the debate.***
- 7. Your teacher will invite each group to present their debates to the rest of the class. At the end of each debate, the class will vote whether they are in support or opposition of the selected motion.***

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

Example 7 (page 27)

Future plans

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

Example:

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

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

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

4.4. Settings

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

Table7. *Settings of activities in grade 9 students' English for Ethiopia textbook speaking lessons*

Component of communicative task	Units	Settings
Settings	1.	- Group work (new school advice) - Pair work (pronunciation practice)
	2.	- Group work (survey) - Pair work (asking politely, pronunciation practice, interview) - Individual work (giving direction)
	3.	- Group work(class survey, agreeing and disagreeing) - Pair work (pronunciations practice) - Individual work (what I like doing in my free time) - Whole class work (agreeing and disagreeing)
	4.	- Group work (proverbs) - Pair work (healthy and unhealthy food, pronunciation practice) - Individual work (class survey)
	5.	- Pair work(discussion, expressing sympathy) - Group work(discussion) - Individual work(advice for younger children)
	6.	- Group work(expressing opinion) - Pair work(radio and TV program) - Individual work(describing people)
	7.	- Group work(Ethiopia past and present) - Pair work(use the correct stress) - Individual work(predicting the future)
	8.	- Pair work(dialogue in a bank, expressing surprise) - Group work(discussion, winning the

		lottery) - Individual work(matching money)
	9.	- Group work(traditional objects, debate) - Pair work(asking clarification) - Individual work(parts of the body) - Whole class work(adverbs of manner)
	10.	- Pair work(agreeing and disagreeing, newspaper interview) - Group work(debate) - Individual work (pronunciation practice)
	11.	- Pair work(talking about animal) - Group work(endangered animals, discussion)
	12.	- Group work(discrimination, helping the disable) - Pair work(pronunciation practice) - Individual work (pronunciation practice)

As it is seen clearly from the above table, most of the tasks promote group and pair work activities, which are more effective and advisable to effective classroom organization. Students might be more interested to express their idea and opinion confidently and freely when they do tasks with their friends than being alone or with the teacher. Especially to language teaching, students need to practice more than simply sitting and listening to their teacher. The following example shows this.

Example 8

Class survey

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

Craft sport individual activity group activity

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

Example:

All of the students enjoy reading.

None of them like swimming

Most of them enjoy walking.

A few of them like gardening.

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

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

As it can be seen, it is suitable to make students more interactive and communicative in the exercises the tasks are designed in such away. In addition, tasks reflect real life situation, So that students will be more motivated to talk about issues that they know to take parts in the discussion.

Generally there are different kinds of activities in the textbook and activities promote pair and group work. The topics are also motivating because most of them are familiar with the students' routine. These kinds of activities help students enrich their experience, awareness of the real society and improve their knowledge by updating themselves. Besides, they are done in group/pair work, so that; they allow learners to interact with each other. The more the students interact with each other the more they learn to take turns in conversation and understand how others feel. Group and pair work tasks also allow learners develop a sense of cooperation and confidence. So that students will be interested and motivated in taking part in the speaking tasks.

The textbook also incorporates different kinds of communicative activities. Like dialogue, role play, discussion, interviewing etc. so that it will help students solve their communicative problems and provide them with different types of activities in order to develop their communicative competence.

In most of the activities, students are asked to communicate with each other. They can develop the skill of conversation with others, confidence (in expressing their feeling), pronunciation (rise and fall of intonation), fluency, eye contact (which they will use in their real life communication) So that, these all make them competent enough in their speaking skill. Therefore, it would be possible to say that there are sufficient communicative activities with different topics and different approaches. However, there are many repetitive activities that ask students to do in group and pair work and this will make them bored.

4.5. Motivational Value of the Speaking Activates in the Textbook

Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If we perceive a goal and 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 appear familiar to the students, except some pronunciation practice tasks, which have more of pedagogic nature than being communicative. In most cases, students are asked to do interviews and have a discussion about things they would perform outside school. Let us see the following example.

Example: 9 (page 111)

Who is your favorite celebrity?

- 1. Work in group to suggest the names of various celebrities (sports personalities, pop stars, film stars and so on). Write various interesting details about one of them on a piece of paper and give the paper to your teacher.***
- 2. Your teacher will pretend to be the celebrity that you have selected. In your group, act as interviewers or journalists and ask your teacher (the celebrity) a range of questions.***

Example:

- ***Can you tell me what you think is your best moment?***
 - ***Does that mean that you have earned a lot of money?***
 - ***You said that you wanted to help orphans. What plans do you have to do this?***
- 3. Pretend that you are interviewing Lulu Gezu. Work in pairs to role-play an interview with the pop star, using information from the listening text and your teacher's celebrity role-play as a model.***

From the above example it is possible to infer that the task promotes the use of real world language use. For instance, it talks about issues in their age, so that; this will make students active enough in raising ideas about their favorite celebrity. Whenever students are asked to do what they know, they will be more motivated. However, when they are asked about issues they have no idea about (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 this 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 consequently they will not be motivated.

Example 10 (page 31, 47 and 76)

Pronunciation Practice about using the Short Form of the Present Perfect in the Reply

Pronunciation Practice about Stress and fall of Phrases

Pronunciation Practice –ei and ie

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

Example: 11 (page 27)

Future Plan

- 1. Work out an itinerary of the places and People you would like to Visit when you go on Holiday, then work with a Partner to ask and Answer questions about your Plans,***

Example:

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

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

In the above activity, students are asked to work in pair. I.e. to ask and answer about their future plans and this will make them freer and more communicative in discussing

the issue. However, some of the pronunciation activities do not promote the use of pair and group work.

Example: 12 (page 35)

Pronunciation of Ending

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

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

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

<i>Work</i>	<i>want</i>	<i>live</i>	<i>stay</i>	<i>pass</i>	<i>end</i>	<i>wish</i>
<i>hope</i>	<i>start</i>	<i>arrive</i>	<i>call</i>			

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

4.6. Authenticity

As it has been mentioned in the review part of the study; authenticity is about using materials which are not prepared for the primary use of teaching. 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 and reading genuine language drawn from a variety of source. 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 proverbs, sayings, and pictures of cities, photos of celebrities and photos of disable people. The following examples show authenticity of the tasks in the textbook. Below are some examples regarding this point.

Example: 13

Proverbs

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

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

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

Example: 14 (page 216)

Are these sayings true?

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

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

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

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

Introductory phrases

Many people think ...

Some people say ...

You've probably heard that ...

It may seem ...

linking phrases

but in fact ...

but actually ...

but the truth is ...

Example:

Student A: Many people think lightning never strikes twice.

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

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

4.7. 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. For example, students talk about cities of past and present Ethiopia which could be taken as purposeful. This provides them a better chance to learn about their country 'Ethiopia'.

Example: 15

Predicting the future

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

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

- 2. Note your opinions and give your reasons for each statement. Deli get a group leader to present the result of your dictions to the rest of the class.***

I think cities will have faster transport systems

I'm sure that ever building will have its own solar power generators.

In the above, example students are asked to do in group and to think of what their village will look like in fifty year time. The issues are good at allowing students to raise different ideas concerning their city. There are also pictures used in the topic like, photos of cities which are most probable familiar to the students. 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 talk about money and express surprises. They do almost the things that they could experience in their everyday life.

Example: 16 (page 67)

Healthy and Unhealthy Foods

- 1. Classify these foods and drinks under the headings healthy and unhealthy***

Sugar meat milk spinach cakes fish

Chocolates groundnuts eggs fizzy drinks water juice

Sweets vegetables fruit cheese

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

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

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

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

Example: 17

Adverbs of Manner

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

Quickly slowly quietly noisily lightly gently

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

- Raise***
- Lower***
- Turn round***
- Jump***
- Shake***
- Twist***
- Sing.***

Example: Turn round slowly.

According to the above example, the task requires students to know words of adverbs of manner and their usage. The focus of the task is more on grammar (form) than communication. So that it can be said as there are also tasks that have more of linguistic

aspect than communicative nature. In this way, real world use of language is not reflected.

4.8. Purposefulness

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 HIV and AIDS, Disability, Food, Money and the like. 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 also be infer as purposeful for having an objective that goes beyond the classroom. There are some examples below.

Example: 18 (page 84)

Expressing Sympathy

- 1. Work in a group and discuss how you would sympathize with someone who has just learned about the death of a near relative. Make a list of the expressions of sympathy you might use.***
- 2. Put these expressions of sympathy in order of the seriousness of a situation. Can you add any other phrases that were suggested in your discussion?***
 - ***What a nuisance!***
 - ***I'm really sorry to hear that.***
 - ***How awful!***
 - ***What a pity.***
 - ***Poor you!***
 - ***Oh no!***
 - ***How terrible!***
 - ***That's sad.***
 - ***What a shame.***

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

Example:

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

B: How awful

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

Example: 19 (page 103)

Expressing opinions

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

- **Watching TV is a waste of time.**
- **Nowadays people prefer TV to radio.**
- **Celebrities have too much money.**
- **There is too much sport on television.**

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

- **I think ...**
- **I suppose ...**
- **I'm pretty sure that...**
- **It's my opinion that ...**
- **I'm convinced that ...**
- **I wonder if...**

Write down these opinions in your exercise book.

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

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

4.9. 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: 20

Class survey

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

Craft sport individual activity group activity

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

Example:

All of the students enjoy reading.

None of them like swimming

Most of them enjoy walking.

A few of them like gardening.

In the above activity students are asked to work in groups to collect information about their hobbies. The topic by itself appears to be familiar and interesting. So that, students

can do it interestingly and has got a purpose in making students use such language outside the classroom moreover the tasks promote the use of pair and group work activities. And some of the topics in the textbook raise some controversial issues which can create hot discussions between the students.

Example: 21 (page 44)

Discussion

- 1. Consider this statement: it is better to be educated than to be rich.**
- 2. Spend a few minutes thinking about your opinion about this statement. Write down some notes.**
- 3. Work in a large group and discuss the statement.**
 - Allow each person to give their opinion.**
 - Use some of their language you have used for asking and giving opinions, agreeing and disagreeing.**
 - Come to a group conclusion on the extent to which you all agree or disagree with the statement. Report this to the rest of the class.**

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

Example: 22 (page 182)

Debate

- 1. Your teacher will split the class into groups of eight. In your group select one of the following topics:**
 - There should be more articles for young people in the newspapers.**
 - We no longer need newspapers now we have the internet.**
 - Newspapers don't always tell the truth.**
 - Magazines are more interesting than newspapers.**
- 2. Divide your group so that:**
 - There students argue for the topic**
 - Three students argue against the topic**
 - One student makes notes of the points made in support of the argument.**
 - One student makes notes of the points made in opposition of the argument.**
- 3. Within your group debate your chosen topic the note-takers should report what was said, using indirect or reported speech.**

Examples:

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

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

In this exercise, students will be split into different groups and discuss thoughts about newspaper and its content. In this way, student who have the habit and opportunity to read newspaper can raise many important points and those who do not can pick something new from the discussion and even if the students do not have the habit of reading newspaper and other related point; the teacher can share his/her experience. It is possible to say tasks in the textbook promote pair and group work activities which is one of the components of communicative teaching.

4.10. Stages of the Task

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 in where the teacher introduces the topic; and the instruction, i.e., he/she order exactly what to do and demonstrate and activity. He/she also initiate, 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 pre, while and post tasks. The tasks start by telling students to do the activities directly without giving them a chance to think of the topics. There are some examples below to elaborate this idea more.

Example: 23 (page 204)

Group discussion

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

Asking for an opinion
disagreeing

giving an opinion

agreeing

- 2. Which of these expressions are polite and which are not polite? Write P or NP next to each of the expressions.***
- 3. Practice these expressions by having a short discussion with your partner about each of these subjects.***

- 1. Girls are better students than boys.**
- 2. Blue is the best color.**
- 3. Watching violent films makes people violent.**

Example:

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

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

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

According to the above example, it is clear that the task promotes group interaction, which is a very important element in letting students express their ideas freely and openly. In addition, the issue raised seems interesting. However, the task does not promote stages of tasks and give students a chance to think of the topic before starting the activity and as well finally to organize any feedback.

This does not mean that all activities are the same in promoting the stages of tasks. Some tasks fulfill the three stages. i.e. pre, while, and post. Below is an example.

Example: 24 (page 165)

Asking for clarification

- 1. Sometimes we are not quite sure of the meaning of something, or have not heard what has been said very clearly. We can use a range of expressions to ask for repetition and clarification, such as:**
 - ***Please repeat that.***
 - ***Sorry, I didn't catch the last part.***
 - ***Sorry, you've lost me.***
 - ***What was that again?***
 - ***Are you with me?***
 - ***Is that clear?***
 - ***Okay so far?***
 - ***What I mean is.***
 - ***What I meant was.***
 - ***Let me put it another way.***
- 2. Your teacher will model some of these expressions. Work with a partner to make sentences using the above expressions being careful to say them with the correct stress and intonation.**
- 3. Work with your partner to practice giving instructions. Give instructions on how to draw a picture. (it could be a picture of your village, your school, a sport for example.) your partner must interrupt**

you frequently to ask for clarification. Respond by rephrasing some of your instructions.

For example:

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

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

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

Student B: yes, okay. What next?

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

Student B: what was that again?

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

As it is shown in the example, the task promotes pair work, and lets students interact 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 show they can ask for clarification and then to discuss some of related points with their teacher. Finally, the task ends up by giving them a chance to practice it with their friends.

4.12 Students' reaction towards the speaking tasks of grade Nine English textbook

There are sixth items prepared for the students to evaluate their attitudes towards the speaking activities in the textbook. The school was established in 2004 E.C. and there are 25 classes in the school currently; 18 grade nine and 7 grade ten. There are 980 students in the school and from this total number 756 are grade nine students. There are 8 English teachers in the school. 80 students and 4 teachers were taken as sample from grade nine which is 10.58% and 50% respectively. The data was gathered in March 15-25 (G.C.)

For the first item which asks students if the speaking activities are familiar or not, 71 (88.5%) students agrees which means that the students judge as the topics are familiar to their day to day life. 2 (2.5%) students strongly agree and the rest 7(8.75%) students

remains undecided on the point. Besides, the second item invite students to answer whether the tasks are interesting or not in arousing their motivation. 66(82.5%) of them agree on the point, that the tasks are interesting in arousing their motivation as it is familiar to them. There were 9(11.25%) students who tick on strongly agree. the rest 5(6.25 %) students disagree on the point.

On the other hand most of students would like to do the exercises in pair and group, which is 74 (92.5%) students, agrees on the point that they would like to do in group. However, the other 6(7.5%) students disagree, that they don't like doing in group. Plus to the point when they were asked if the tasks in the textbook allow them to do in group 71(88.75%) of them were agree, 2(2.5%) students strongly agree and 7(8.75%) students stay put undecided.

Authenticity was another question raised to the student. And they were asked whether the textbook let them to use different kinds of pictures, taps and other audio video materials in speaking activities; however 23(28.75%) students agree on this point that the tasks permit them to use such materials when learning speaking skill. And 47(58.75%) of students disagree. the rest 10(12.5%) students put marks on undecided position. Lastly students were asked if the speaking activities lets them use the target language outside the classroom, 64(80%) students agrees that the tasks helps them in using the target language outside the classroom. 12(15%) students disagree as the tasks doesn't help them. The remaining 4(5%) students strongly agree.

4.13teachers' attitude towards the speaking tasks of grade nine English textbook

There are seven items included in the teachers' interview, out of eight teachers, four of them were interviewed which is 50% of total number. The first item was about clarity of the goals that they were asked whether the goals of speaking tasks are stated explicitly or not. As they have mentioned, goals are clear in the way that teachers can understand it easily. However students are not that much concerned about goals if their teachers do not tell them. The second item is about familiarity of the topics of speaking activities in the textbook. The topics are familiar to the students which even makes them to use their

background knowledge. So that whenever they are asked to do some activities students have points to talk about.

The third item asks teachers whether the activities are interesting and motivating. 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, students are motivated to carry out the speaking tasks, for they have ideas to thrash out. The forth item was about purposefulness of the tasks in making the students use the target language outside the classroom. As teachers mention most of the activities are determined, because they ask students to do tasks which they could use outside the classroom in real life. The topics are well-known, and students are interested and most of the tasks have a real world nature. So that it can be concluded that they are purposeful.

The fifth item asks teachers whether the tasks encourage students to do in group or not plus to teachers and students role. Most of the tasks are student centered, which asks students to perform the activities by themselves. Teachers have mostly a guiding role in the classroom. And sometimes they also have roles to play in the given tasks. In addition to this the tasks permit students to work in pair and group. The next item is about stages of tasks of speaking activities. According to their answer the tasks do not fulfill stages of tasks, that is pre while and post stage of activates. The activities simply start by asking the students to do exercises. Even though the tasks allow teachers to interfere in the middle or to ask questions and sometimes to generalize; the activities don't have these three stages.

The last item was about authenticity of the inputs in speaking tasks. The textbook has no authentic inputs which are especially of important for the improvement of speaking skill. Even though students need to have an access in using audio-video materials, the text book doesn't bring up such ideas. But there are some pictures used in the textbook and also model dialogues.

4.14. Reaction of students and teachers towards the speaking tasks of grade nine English textbook

As it has been mentioned in previously, task topics are familiar to the students' day to day life. As the researcher has observed five speaking classes in the same class, there were issues about money and finance and people and traditional culture (end of unit eight and beginning of unit nine). Students have informed such points in their former grade levels. And they have been participating in the given tasks and were discussing rising various issues concerning the topic, even though there is a very problem of mother tongue interference. Out of five observed classes all of them were familiar to student's which were mostly about cultures of Ethiopia.

The tasks in the textbook encourage students to work in pair and group. There are discussions and interviews that students have prearranged to do in pair and group. This was another interesting part of the tasks as long as it lets students to talk freely and to communicate their ideas without fear. However there was a problem of mother tongue interference, especially of the groups where the teacher is far from their corner. And there is a noise comes from every corner. And students seem to appear out of teacher control, because even though he tells them repeatedly to be silent they keep shouting.

On the other hand speaking activates in the textbook encourages students to do the speaking tasks collaboratively; that are discussions, dialogues and also role play activities. And out of five classes 3 of them were group work activities, As long as the topics are familiar to the students' day to day life, which means they have a thing to talk about issues raised. This seem as it makes them interested and motivated as long as they won't be dormant in a given discussions. Students were having good discussions and were answering questions in all classes though there is still mother tongue interference.

Teachers and students have their own role to play in all the tasks. Teachers tell students what to do and then they walk around the class to control what the students are doing. And finally they ask question gives a conclusion about the given topic and if the bell rings before they just do so they went out giving them homework that is the coming session. Students play the lion share part in performing the given tasks. As most of the

activities are pair and group works, students work most of the activities in group in all classes.

As it has been said repeatedly in the previous parts the tasks are familiar to the students and of interesting and motivating, so that students engage themselves in the activities freely and interestingly. The activities have also a real world nature, which brings real life contexts in the classroom. Students in this way learns real world use of language, for example; students were asked about winning lottery, in this way can practice a language concerning lottery which they might use outside the classroom. So that it can be said that the activities are purposeful in preparing students use the target language outside the classroom.

There are different kinds of inputs in the textbook; however they are not authentic. As the researcher has observed there was only a picture used in two of classes.

The activities start by telling students to do exercise directly and teachers also simply read the instructions and explain the students how to do. Students also work the tasks and show the teacher or practice out if the period is not over. And sometimes if the teacher got time at the end he concludes the idea and gives them other tasks to do at home. In 3 classes they were given homework without conclusion for the period has been over but in the first two classes he tries to conclude what they have been discussing.

CHAPTER FIVE

5. Conclusions and Recommendations

5.1. Conclusions

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

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

- ✓ Goals of the tasks meet students' interest and needs and are stated explicitly in the textbook.
- ✓ Contents as input are familiar to the student's day to day life. In addition, they give sufficient context for the students to practice speaking in the classroom. However, no adequate authentic materials are included in the book compared to the number of other skills activities in the textbook.
- ✓ Activities in the textbook meet the principle of the nature of communicative tasks. They are purposeful, have real world nature, motivating, and they promote the use of group and pair work activities. Moreover they prepare students for real world use of language outside the classroom. However, they are not authentic and, they don't fulfill pre, while and post task stages.
- ✓ Role of learners and teachers are not explicitly stated in the textbook, but they are stated in the teacher's guide. This means that students may get it difficult to know their roles in performing specific tasks in a given activity.
- ✓ Students are found to be active in doing the speaking tasks, while teachers play most of the time the role of monitoring and facilitating.
- ✓ Activities are suitable for group and pair work. They promote communicative or interactive learning.

- ✓ According to the information from both teachers and students, the activities are familiar to the students' day to day life. They are interesting, motivating and purposeful. The tasks as well encourage pair and group work. However, according to these sources, the inputs in the speaking tasks are not authentic. Teachers confirmed that goals of the tasks are stated clearly and that their roles are also clearly stated.

5.2. Recommendations

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

- ✓ Authentic materials need to be incorporated into the speaking tasks so as to make the activities more interesting and motivating. Tasks should also be designed in a way that they fulfill the three stages.
- ✓ Further research should be done in the area of CLT (communicative language teaching) and text evaluation on speaking and other language skills, such as reading and listening.

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Appendix A (criteria set for communicative tasks)

1. Goals

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

2. Inputs

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

3. Activities

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

4. Roles

- What learners and teachers roles are inherent in the task?

5. Setting

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

(Adapted from Nunan, 1989)

Appendix B (criteria set for nature of activities)

Nature of the activities

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

(Adapted from Nunan, 1989)

Appendix C (questionnaires for students)

Addis Ababa University

College of humanities, language studies, journalism and communication

Department of foreign language and literature

Dear students,

This questioner is designed to obtain data for the research called “an evaluation of the speaking tasks of grade nine English for Ethiopia textbook.” The researcher is interested only in investigating your attitude towards the speaking tasks in your textbook. The information that you provided is helpful for the successful completion of the research.

Thank you for your cooperation!

Please put a tick () mark in the column that match your position most, according to the following degree.

SA-(Strongly agree)
(Undecided)

A-(Agree)

U-

D-(Disagree)

SD-(Strongly Disagree)

NO.	Statements	SA	A	U	D	SD
1.	Most of the speaking tasks in the textbook are familiar to me.					
2.	Most of the speaking tasks are interesting and motivating to me.					
3.	I like to do in pair and group most of speaking activities.					
4.	The speaking task in our textbook encourages us to do in pair and group.					
5.	Most of the speaking tasks in the textbook let us to use pictures, taps and videos.					
6.	The speaking tasks help me to use English outside the classroom.					

Appendix D (Interview questions for teachers)

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

Appendix E (An observation checklist)

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

Appendix F (Interview questions for teachers)

Researcher - Are the goals of the speaking tasks stated explicitly in the textbook?

Teacher 1- I think goals of speaking task are clear enough, in a way both teachers and students can understand it.

Teacher 2- I believe we can understand the goals easily and so that we can say it is clear.

Teacher 3- I never got a difficulty in understanding goals as long as they are stated explicitly.

Teacher 4- yes they are stated clearly, but students may not notice it as long as we don't let them to watch the goals most of the time. But they are clear in the way that we can understand it easily.

- ✓ Researcher- Are the topics of speaking tasks familiar to the students' day to day activity?

Teacher 1- the topics are mostly familiar to the students. Students won't be new for most of ideas in the textbook.

Teacher 2- yeah the topics are familiar and most of the time it doesn't ask teachers to explain on the topic that much.

Teacher 3- yeah most of the topics are familiar to the students' day to day activity and most of the time it talks issues which students know about.

Teacher 4- most of the topics are not strange for students. For example there are issues about money, HIV AIDS, celebrities and the like.

- ✓ Researcher- Do the speaking tasks promotes students interest in the way that they could arouse their motivation?

Teacher 1- as I have said most of the tasks nature is familiar to the students so, most of the time they are interested in doing speaking tasks.

Teacher 2- most of the speaking tasks ask students to do in group and as I have mentioned before they are familiar to the students, so most of the time they promote students interest and also motivating.

Teacher 3- I think the tasks are good enough in arousing students' interest.

Teacher 4- most of the time students are more interested and motivated in speaking classes than others, and I think it is because of their nature, Means that they are suitable and interesting to the students.

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

Teacher 1- most of the time speaking tasks ask students to practice real world use of language and most of the dialogues and role plays have this kind of nature, so I can say they are purposeful.

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

Teacher 3- actually all tasks in the textbook (reading, writing, listening and speaking) have the nature of purposefulness, because they are familiar to the students day to day life and asks students practice kind of language that students could use outside the classroom and the school.

Teacher 4- I think most of the tasks in the textbook at all are purposeful. They are mostly student centered, and have a real world nature which asks students practice language that they could use outside the classroom.

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

Teacher 1- most of tasks is student centered. Teachers do mostly the guiding and monitoring task. And of course the tasks promote pair and group work, however it's really messy. Means that it paves the way for the students to talk loudly and mostly it is uncomfortable for the teacher to control things in the classroom.

Teacher 2- not only the speaking activities but also other activities in the textbook encourage students to do in pair and group and I think it is more helpful to develop the language than to listen simply what the teacher says. In relation to this most of the tasks are given to the students to do.

Teacher 3- most of the tasks are given to the students to perform. Teachers role is to explain what the students have to do and then to control students activity, Besides most of the tasks are good in promoting pair and group work.

Teacher 4- of course most of the tasks encourage pair and group work activities. However, most of the time students use their mother tongue and moreover, they talk loudly and disturb the next door, Even though, it is good for the students to develop the language it's a bit hard for teachers to take control. And most of the roles in the tasks are given to the students.

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

Teacher 1- most of the tasks doesn't fulfill stages of tasks.

Teacher 2- most of the tasks start by telling students to do the given activity directly.

Teacher 3- most of the activities doesn't fulfill stages of tasks.

Teacher 4- the speaking tasks doesn't accomplish stages of tasks. But other activities like reading and writing fulfills the stages in a better way.

✓ Researcher- Are the inputs of speaking tasks in the textbook authentic?

Teacher 1- actually there are lots of pictures used in the textbook but, only few of them are used for speaking tasks. And also the textbook doesn't let students to learn by using audio video materials.

Teacher 2- there are different kinds of pictures used in the textbook but not that much enough when compared to the number of speaking tasks in the textbook. But there are no audio video lessons.

Teacher 3- it cannot be said that speaking tasks have an authentic nature.

Teacher 4- there are not authentic inputs for the speaking tasks, but pictures and sayings of different countries are used to some extent.