

ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURES

GRADUATE STUDIES PROGRAM

Learners' Role Awareness and Practice in Task- Based Speaking EFL
Classes with Reference to Grade 11 in Two Selected Secondary Schools

A Thesis Submitted to the School of Graduate Studies of Addis Ababa University
in Partial Fulfillment of the Requirement for the Degree of Master of Art in TEFL

BY

Hordofa Sambo



Addis Ababa University
July, 2012

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Learners' Role Awareness and Practice in Task- Based Speaking EFL Classes:
With Reference To Grade 11 in Two Selected Secondary Schools

BY
Hordofa Sambo



July, 2012

This is to certify that the thesis prepared by Hordofa Sambo, entitled *Learners' Role Awareness and Practice in Task- Based Speaking EFL Classes: With Reference To Grade 11 in Two Selected Secondary Schools*, and submitted in partial fulfillment of the requirements for the Degree of Masters of Arts (Teaching English as a foreign Language) complies with respect to originality and quality.

Signed by the Examination Committee:

Adviser: Dr. Hailom Banteyirga

Signature

A handwritten signature in blue ink, appearing to be "Hailom Banteyirga".

Date

26/06/12

Examiner: Muru Mohamed Signature

A handwritten signature in blue ink, appearing to be "Muru Mohamed".

Date

26/06/12

Examiner: TAYE REYANSA Signature

A handwritten signature in blue ink, appearing to be "Taye Reyansa".

Date

26/06/12

ABSTRACT

The main objective of this study was to assess whether or not grade 11 students have awareness on their task based speaking classroom roles. The study also aimed at examining if the students practice the roles in the classroom and the factors that hinder this practice.

The instruments of data collection used were questionnaire, classroom observation and interview. Ninety (90) grade 11 students who were randomly selected from the two schools and all of their English language teachers were the subjects of the study. Eighty-five (85) of the students and four of the teachers responded to the questionnaires items. One section from each teacher's classes was randomly selected for classroom observation and all the second observations were recorded using video. Three of these observations were transcribed and analyzed. Nine of the sample students were interviewed to provide more information. Like that of the observations, the interviews were transcribed for analysis.

The students' responses to the questionnaire items, that showed their speaking classroom role behaviors implied in their new English textbook and commonly assumed in task based speaking classrooms, indicated that most of the students were aware of their respective classroom roles.. The teachers also doubt whether their students know their task based speaking classroom roles or not; because the respective grand mean to the items inclined 'neither agree nor disagree.'

Both the students' and the teachers' responses to the questionnaires items also indicated that though grade 11 students were aware of their student-centered speaking classroom roles, they were not exercising these roles in the classroom. Responses from the two respondents categories also showed that the students speaking classroom role practice was negatively affected by: the power gap between the teachers and the students, students misperception on the role of teachers in the class, students' understanding of tasks as time consuming and their misperception on the role of teachers in the class, students understanding of tasks as time consuming and students' beliefs on that there is a mismatch between the expected exam items and the actual classroom speaking tasks (negative wash back effect).

The teachers were trying to use oral communicative tasks and also were trying to encourage the students to play their expected active roles. However, the results of the classroom observation and that of the interviews' established the results indicated in the questionnaires. In most of the speaking classes observed, the students' were playing passive roles. Lastly, based on the results of the study, the researcher forwarded some recommendations.

TABLE OF CONTENTS

	PAGE
List Tables.....	ix
List of Abbreviations.....	x
Abstract	xi
CHAPTER ONE: INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Objectives of the Study.....	4
1.4. Significance of the Study.....	5
1.5. Scope of the Study	5
1.6. Limitation of the Study.....	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE	7
2.1. The Concept of Role.....	7
2.2. Students' roles in Different language Learning Approaches.....	9
2.2.1. In Traditional Approaches	12
2.2.2. In Contemporary Approaches.....	12
2.3. Students' Role in Task-Based Speaking Classroom.....	14
2.3.1. Group Participant Role	14
2.3.2. Monitory Role	14
2.3.3. Risk-taking and Innovatory Role	15
2.4. Factors Obstructing Learner's Role Practise in Task-Based Speaking Classroom	15
2.4.1. Teachers' Role Practice	16
2.4.2. Self-Esteem.....	17
2.4.3. Attitudes and Beliefs	18
2. 4.4. Emotional Factors.....	18
2.4.4.1. Motivation	18
2.4.4.2. Anxiety	19

2.4.5. Task-Related Factors	20
2.5. Task-Based Approach vs. Learning Speaking.....	21
2.5.1. Learning Speaking	22
2.5.2. Types of Tasks for Teaching Speaking	23
2.5.3. The states of task based learning	25
2.6. Related Local Literature.....	26
CHAPTER THREE: METHODOLOGY	28
3.1. Sources of Data	28
3.2. Sampling	28
3.3. Instruments of Data Collection	30
3.3.1. Questionnaire	30
3.3.2. Classroom Observation.....	31
3.3.3. Interview	32
3.4. Methods of Data Analysis.....	32
3.5. Pilot Study.....	33
3.6. Discovering the Learner's Roles Implied in the Textbook	34
CHAPTER FOUR: PRESENTATION AND DISCUSSION	
OF THE RESULTS	37
4.1. Students' Responses to the Questionnaire Items	38
4.1.1. Students' Responses to the Types of Speaking Tasks	38
4.1.2. Students' Responses to Their Tasked Speaking Classroom	
Role Awareness	39
4.1.2.1. Students' Engagements in the Speaking Tasks	40
4.1.2.2. Concerns to Grammar and Students' Beliefs about	
Errors in Developing Speaking Skills	41
4.1.2.3. Classroom Organization	42
4.1.3. Students' Responses to Their Tasked Speaking Classroom	
Role Implementation	43
4.1.3.1. Students' Engagement in Task Completion	44

4.1.3.2. Students' Self Error Correction and Grammar	
Learning	45
4.1.3.3. Students' Interaction with Each other	46
4.1.4. Students' Responses to Factors Obstructing Their	
Tasked Speaking Classroom Role Implementation.....	46
4.1.4.1. Interpersonal and Anxiety Factors	47
4.1.4.2. Students' Attitude towards the Role of the	
Teacher and Tasks' Time Consuming Aspect.....	48
4.1.4.3. Tasks and its Motivational Agent and Others	
Related Factors	49
4.2. Teachers' Responses to the Questionnaire Items	50
4.2.1. Teachers' Responses to the Types Speaking Tasks.....	50
4.2.2. Teachers' Responses to Students' Tasked Speaking	
Classroom Role Awareness	51
4.2.2.1. Students' Engagement in Task Completion	
Activities	52
4.2.2.2. Concern to Grammar and Students Beliefs about	
Errors in Developing Speaking skills	53
4.2.2.3. Classroom Organization	54
4.2.3 Teachers' Responses to Students' Tasked Speaking	
Classroom Role Implementation	55
4.2.3.1. Students' Engagement in Task Completion	55
4.2.3.2. Grammar Learning and Students' Self Error	
Correction.....	56
4.2.3.3. Students, Interaction with Each other	57
4.2.4. Teachers' Responses to Factors Obstructing Students'	
Tasked Speaking Classroom Role Implementation	58
4.2.4.1. Interpersonal and Anxiety Factors	59
4.2.4.2. Students' Attitude towards the Role of the	
Teacher and Tasks' Time Consuming Aspect	59

4.2.4.3. Tasks and its Motivational Agent and Others Related Factors	60
4.3. Results of Classroom Observation	61
4.3.1. Types of Speaking Tasks.....	61
4.3.2. Students Speaking Classroom Implementation.....	62
4.3.3. Problems with Students Speaking Classroom Role Implementation	62
4.4. Results of Interviews	63
4.4.1. Results of Interview with Students.....	63
4.4.2. Results of Interview with Teachers	65
CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS.....	68
5.1. Conclusion.....	68
5.2. Recommendations	70
Bibliography.....	72
Appendices.....	75

LIST OF TABLES

	PAGE
Table 1: Traditional and contemporary approaches to language learning.....	10
Table2: Teachers and learner roles in different teaching methods.....	11
Table 3: Summary of age and gender of students responded to the questionnaire.....	30
Table 4: Possible location, characters, mode and time of story (task).....	35
Table 5: Types of speaking tasks usually used in classrooms.....	38
Table 6: Students' Responses to Their Tasked Speaking Room awareness.....	40
Table 7: Responses to teachers Way of Teaching Grammar.....	42
Table 8: Summary Students' Responses to Their Roles to Speaking Class Role Implementation.....	44
Table 9a: Summary of Students Responses to Factors Obstructing Their Tasked Speaking Classroom Role.....	47
Table 9b: Summary of Students Responses to Factors Obstructing Their Tasked Speaking Classroom Role.....	47
Table 10: Students' Responses to Their shyness as a Factor to hinder Speaking Classroom Role.....	48
Table11: Summary of Teachers' Responses to Type of Speaking Tasks.....	51
Table12: Summary of Teachers' Responses to Students' Tasked Speaking Classroom Role Awareness.....	52
Table13: Teachers' Responses to their attitude to teaching Grammar explicitly.....	53
Table14: Summary of Teachers' Responses to Students' Tasked Speaking Classroom Role practice.....	55
Table15: Summary of Teachers' Responses to Factors Obstructing Students' Tasked Speaking Classroom Role Implementation (6-11; 19-22*).....	58

LIST OF APPENDIXES

	PAGE
APPENDIX A: Questionnaire for Students.....	75
APPENDIX B: Questionnaire for Teachers.....	79
APPENDIX C: Questionnaire for Teachers.....	84
APPENDIX D: Questionnaire for Teachers.....	85
APPENDIX E: Observation Checklist.....	86
APPENDIX F (1): Sample Lesson Transcript (1).....	87
APPENDIX F (2): Sample Lesson Transcript (2).....	89
APPENDIX F (3): Sample Lesson Transcript (3).....	93
APPENDIX G: Transcript of Interview with Students.....	95
APPENDIX H: Transcript of Interview with Teachers.....	99

LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
EFL	English as a foreign language
TBLT	Task-based Language Teaching
TB	Task Base
TBI	Task Based Instruction
TBLTA	Task Based Language Teaching Approach

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

In the secondary school context of Ethiopia, English language syllabuses have been revised from time to time so that the learners, among others, can develop the oral communicative competence and other competences of the language. The recent revision has been made in 2011(2003 Et.c.). The grade 11 student's textbook and teacher's guide that were prepared on the basis of this revised syllabus seem to reflect the most integrated and learner-centered/task-based type of approach of all its antecedents. Though it is neither the direct claim of neither the foreign authors nor the local evaluators of these new materials, the nature and types of tasks integrated in the textbook disclose that great attention has been given to involve learners in meaningful and realistic communicative activities. In other words, it can be said that the syllabus is rooted in a task-based language teaching approach.

Researchers Rodgers (2001) agree that there is a link between Task-based Language Teaching, hereafter 'TBLT' and Communicative Language Teaching, hereafter named as 'CLT'. Richards and Leaver and Willis (2004) also say that it is an approach which has developed from CLT. Many other scholars agree that it is an approach based on a theory of language learning rather than a theory of language structure. In other words, it's an approach that takes the students as the center of the learning process while others such Markee (1997) stated that TBLT is another version of CLT. With this concept of Task-based Language Teaching in mind, the recent (2011) grade 11 students' text book integrated more speaking tasks like: information-gap task, opinion-gap task and reasoning-gap task that dominated the speaking section of the text book. These tasks are designated in the new grade 11 English textbook strengthening that the textbook is based on the recent or process-oriented approach rather than the traditional or structural one.

Such changes from the traditional or structural approach to the contemporary one, on their turn focus on learner-centered task-based approach and necessitate the change for the roles of both teachers and students in their English classrooms. Concerning the need for the necessity of the change in the students' as well as the teachers' roles, Tadesse Boyossa (2002) analyzed different researchers' claims and put as:

...as Richards and Rodgers (1986) argue, different approaches and methods to language teaching assume different roles for teachers and learners. Similarly, Wright (1987) shows that different teaching strategies and different learning activities lead to modifications of the initial role relationship between teachers and learners. Furthermore, Widowson (1990) indicates that the roles of teacher and learners in traditional classrooms will not allow learners to exercise the roles they are provided within communicative classrooms. Thus, the change of the textbook from teacher-centered approach to learner-centered approach will require the change (or modification) of teacher-learner role relationship in the classroom. (Page 6)

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

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

To this end, in the newly revised grade 11 English language syllabus, despite its being reach in appealing speaking tasks, if students fail to know and/or exercise their roles and carry on their traditional roles in the speaking class, classroom interaction may not be expected. Because introducing a learner-centered approach to the textbook by itself can not be a guarantee for the expected improved oral communicative skills of the learners. Therefore, to achieve the desired goal, above all, students are expected to aware of their roles in the new task-based speaking classroom and should actively exercise the roles in the class.

It is obvious to observe the dominance of teachers in the traditional language teaching approaches. Here, the teacher's being seen as the central figure of the class tasks and as the representation of teaching, not learning. In this language teaching approach, whatever tasks for whatever language skill development might be given, learners have very limited roles in the classroom. They mostly react in response to teacher initiation. They have little or no control

over the content of learning. The learners' main role is to receive passively what the teacher has chosen for them. The teacher dominates interaction; every activity goes through the teacher.

The teaching of language structure is given priority to the teaching of language for communication. In short, in traditional classrooms, teachers play dominant roles being in control of the whole process of classroom language teaching and learning. Learners mostly react in response to teacher's initiation. They have little or no control over the content of learning. Richards and Rodgers (1986) express the students in such class as passive recipients of outside stimuli.

1.2 STATEMENT OF THE PROBLEM

Some Ethiopian researchers reported that the students' relatively long exposure to English oral practice they have at school, most of these students have difficulty in communicating orally even at their tertiary level. For example, Alamirew G/Mariam (1992:1) said that in spite of the number of years the students are exposed to English, their proficiency in basic language skills including speaking is low at university level. Therefore, to solve such problems, different efforts have been made by the government, curriculum developers and syllabus designers. As an example, Tagesse Boyossa (2008:1) pointed out that the reason for the introduction of Communicative Language Teaching CLT to the country was to solve such problems; because, Task-based Instruction, hereafter named as 'TBI', is being used recently in many countries as an alternative approach to tackle the problems of students' oral communication skill, (Tagesse Daniel, 2008:2). Of course, many researchers agree that the approach develops the learners' accuracy and fluency so as to help them communicate effectively in English.

Despite the practice of TBLT at Ethiopian high schools, the students' oral communication skill is still insignificant. At the classroom level, one of the reasons for the poor oral communication skill might be the students' lack of awareness on their roles in the task-based student-centered speaking classes. From my personal experience, most students of grade 11 are somewhat hesitant to engage in conversation skills in classrooms. They are considered to be passive recipients of the language skills. They feel happy to develop their grammatical knowledge and apply it to the speaking skills rather than practicing the speaking skills. Even when they were

given a task and required to speak, they generally were not eager to try and complete the task and carry out it in front of others.

Hence, though the teacher's role in task-based speaking classroom is undeniable, TBLT (student-centered approach), is an approach which seeks students to work somewhat at their own pace and within their own level and area of interest to process and restructure the target language. It moves away from a prescribed developmental sequence and introduces learner freedom and autonomy into the learning process. In other words, the students' roles have a vital place in task-based speaking classes.

With this basis, the researcher was interested to study whether grade 11 students have awareness on their speaking class roles with regard to speaking tasks. Moreover, finding out the cause or problems related to the students' assumed role practice and suggesting possible solutions to the problems are other attention of the researcher.

1.3 OBJECTIVES OF THE STUDY

The main objective of the study was to find out whether or not secondary school learners in general and that of grade 11 in particular were aware of their roles assumed in Task-based language learning (Student-centered) approach with respect to their recent textbook. The specific objectives of the research were to:

- find out whether students practice their assumed roles during the completion of speaking tasks in the actual EFL speaking classroom;
- To find out the type of roles students practice in Task-based speaking classrooms and
- find out factors negatively affect the students' role practice in Task-based speaking classrooms.

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

1. Are the students aware of their task-based speaking roles?
2. Do students exercise their assumed speaking class roles in the Classroom?
3. What are the problems that obstruct students' speaking class role practice?

The study discusses the theoretical/and textbook bases of the roles of students in speaking classes. This was done by discussing the roles of students in task-based approach and nature of the speaking tasks in the recent grade 11 textbook. Then, an assessment was conducted to examine whether or not learners are aware of their roles assumed in task-based approach and in the textbook; specifically in speaking classrooms. Meanwhile, the study tried to mark whether the roles the students exercise was the roles they were expected to practice with regard to task-based approach or the role of students in the traditional language teaching approach/teacher-centered approach. Lastly, an effort was made to identify problems obstructing the students' task-based speaking classroom role practice.

1.4. SIGNIFICANCE OF THE STUDY

The findings of this study are hoped to give valuable information for syllabus designers, material developers and distributors and teachers. Also it is hoped that it would help secondary school teachers to recommence the syllabuses, English language materials, and adapt them where necessary. It can also give insights for language teachers about roles of students in Task-based speaking classrooms and problems that hinder its practices with respect to the students. Furthermore, the study will lay a basis for researchers who are interested in the issue.

1.5. SCOPE OF THE STUDY

This study deals only with the roles of students at the classroom level; more specifically, in task-based/student-centered speaking classrooms. Students are expected to play their respective roles at the different stages of curriculum development: planning stage, implementation stage, assessment and evaluation stage.

Therefore, this study is limited to the implementation stage of curriculum development, namely at the classroom level. It intended to investigate whether or not grade 11 students have the

awareness of the roles they are expected to undertake in their student-centered speaking English classrooms.

The study also aims at assessing whether learners put their roles into practice in their spoken classrooms. In other words, the scope of this study is an assessment of learners' role awareness and exercise in the classroom.

The study focuses on assessing whether secondary school students have awareness on their roles in task-based speaking classes or not. It does not treat other aspects or components of task based instruction. However, this study is delimited to the general guidelines and methodological aspects of task-based language teaching and learning.

Moreover, the study aimed at two government secondary schools found in Oromia Special Zone Surrounding Finfine/ Addis Ababa; these are Holeta Preparatory and secondary school and Burayu Preparatory and Secondary Schools.

1.6. LIMITATION OF THE STUDY

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

CHAPTER TWO

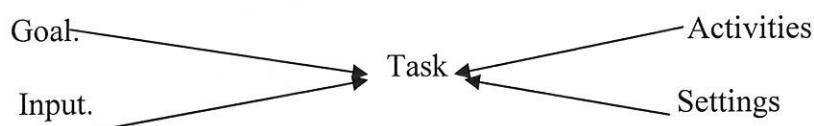
REVIEW OF RELATED LITERATURE

This chapter deals with different literature related with the problem under study. The chapter consists of four fundamental parts under which different issues are discussed. The first part describes the concept of role in general, and student's roles in different language teaching approaches in particular. Here, the student's role in teacher-fronted/traditional approach is analyzed to a lesser extent. This is made to assess whether the students play the type of roles that are assumed or not during the actual study. Factors that negatively affect the practice of student's roles in task-based speaking classroom will also be discussed in this first part. In the second part of chapter the chapter, the relationship between task-based language teaching and learner-centered approaches is discussed to see the roles of learners expected according to the approaches. In the third part, some points concerning task based language teaching approach in learning speaking skills is raised. Here, the over all concept of learning speaking will be raised as a supplementary idea for the problem under study. Last of all, related local researches will be discussed to observe the differences and resemblances they have with the present study.

2.1. THE CONCEPT OF ROLE

Before defining 'role', it is better to raise that role, as many researchers suggest, is one of the components of task in task-based language teaching approach. Moreover, raising some points about the other components of task may clarify the link 'role' has with these task components.

With this regard, Nunan (1989) puts forward that 'role' is one of the components of communicative tasks. According to Nunan (ibid), the other components are: goal, input, activities and settings and their relation to task are indicated as follows:



Goals of tasks are to develop students' communicative competence including socio-linguistic competence, discourse competence and strategic competence. Tasks contain some form of input data which might be verbal (for example a dialogue or reading passage) or non-verbal (for

example a picture sequence). Activity refers to tasks, not exercises. An activity is in some way derived from the input and sets out what the learners are to do in relation to the input.

Different literature gives numerous definitions for role. The roles' definition can be categorized in to general and specific ones. For example, the following is a general and precise definition of 'role' given by Widdowson (1987):

It (role) can be defined, generally, as a part that people play in the performance of social life. Roles, whether achieved or ascribed, are kinds of conventional script, or pre-script, which constrain the individual person to assume a persona in conformity to normal and expected patterns of behavior. (Page 86)

From the above definition, 'role' could be understood as parts that people are expected to play in the performance of social life. A further general definition given by Wright (1987:3) is that a role is actor's part, one's functional, what person or thing is appointed or expected to do.

The second aspect of the definition of 'role' is its specific definition; especially, with regard to classroom roles. Prahabu (1987:79) and Nunan (1989) for example, give specific definition of role to language pedagogy. For Nunan, role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

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

- 1. Task related aspects of role- the perspective that deals with the part that teachers and learners are expected to carry out when they perform some learning tasks. Task-related aspects of role deal with teachers' and learners' expectations about the nature of learning tasks and the way in which individuals and groups deal with the learning tasks. They relate to the role relationships inherent in classroom tasks. That means, underlying each and every classroom task (for example: - role play, simulation, drill, etc.), is some sort of learning strategy (memorization, classifying, brainstorming, etc.). Inherent in each strategy is a role for the learner and the teacher.*
- 2. Interpersonal aspects of role -the perspective deals with the social and interpersonal role relationships that may exist between teachers and learners. Interpersonal aspects of role are concerned with views about status and position, attitudes and values held by individuals and groups, and the personalities of the individuals. In other words, interpersonal aspects of role deal with how teachers view learners and their roles and also the way learners see their teachers and their roles when they are in language classrooms. Tadesse (2002:13)*

Moreover, as Nunan and Lamb (1996) argue, if the appropriate role is not identified and acted upon, the effectiveness of the task will be reduced. Interpersonal aspects of role derive from the personality and previous learning experiences of the teacher and the learners, and the expectations they have about what is appropriate behavior for teachers and learners in the classrooms(Wright 1987). .

In general, the above role perspectives refer to tasks to be conducted and parts played by the teacher and the student in language classrooms. The interpersonal relationship between the teacher and the student(s) when they are in the task-based teaching-learning process is another issue concerned in the definition.

For this matter, the successful performance and effectiveness of the teaching-learning process in task-based language classrooms is that the teacher and the learners are expected to have awareness on their respective task-based classroom roles. Moreover, their good knowledge of the type of relationship between them could be determinant for effectiveness of the communicative tasks in the class. Otherwise, the revision of language syllabuses based on the communicative (task-based) approach to language teaching so as to achieve the task goals and improve the oral competence of the learners by itself is not enough; rather the awareness of task role (teacher and student role) by both parts should get attention.

Though role awareness for both the teacher and the student has a decisive part in language teaching in general, for the sake of the scope of this study and task-based approach's student-centeredness, hereafter students' awareness of their assumed role will be discussed in detail.

2.2. STUDENT'S ROLES IN DIFFERENT LANGUAGE LEARNING APPROACHES

In its general features, student's role has been viewed differently in different language teaching-learning approaches and methods. There are two main categories of approaches in language teaching and learning: the first, the traditional/structure-based and the other is the contemporary/meaning-based approaches. Each of these approaches view student's language class roles from different angles.

The change of language education from the traditional one to the contemporary was emerged in the early 1980s with the emergence of communicative language teaching. According to Nunan (1999), the change was accompanied by not only the roles of teacher and student but also with other language teaching concepts. The following table summarizes the major shifts that have taken place in language pedagogy with this change:

Table 1: *Traditional and contemporary approaches to language learning*

TRADITIONAL	CONTEMPORARY
Syllabus design Content & methodology decided than with reference to learners' real classroom.	Content & methodology match with reference to the classroom rather learner needs beyond the communicative needs.
Approach to teaching (methodology) Learners are taught about language and its rules, learning facts about language rather than how to use it communicatively.	Learners are actively involved in using language.
Role of the learners Learners spend their time copying and reproducing language written down by others.	Learners learn how to use language creatively, responding in novel and authentic communicative situations.
Approach to language Grammar is taught as rules to be memorized.	Grammar and vocabulary are taught communicatively so learners can use the grammar to express different communicative meanings.
Using language texts Learners listen to and read specially written classroom texts.	Learners study authentic texts and learn to use genuine language outside the classroom.
Resources for learning Learners have to rely only on the textbook as an aid to language learning.	Learners use specially written, well-illustrated textbook plus self-study workbooks, cassette tapes, and videotaped materials.
Approach to learning Learners don't learn how to become better language learners on their own.	Learners learn a range of effective language learning strategies and are shown how to apply these strategies to their own learning outside the classroom.
Classroom organization Learners sit in rows facing the teacher and spend most of their time repeating what the teacher says. They don't learn how to express their own ideas.	Learners work in small groups and pairs, learning skills of co-operating with others and how to express their own opinions, ideas and feelings.
Assessment Teacher alone assesses the student's progress. Learners do not develop ability to assess what they have learned.	Learners trained to assess their own learning progress, and can identify their own strengths and weaknesses.

Source - D, Nunan. (1999). *Second Language Teaching and Learning*. Boston: (page 17)

In one way or another, the type of approach developed for a syllabus affects the students' role in the classroom and outside the classroom. This could be because of different reasons. Richards and Rodgers (1986) have reason out as, "Method will reflect explicitly or implicitly the contributions that learners can make to the learning process." According to Richards and Rodgers (ibid), this is seen in the types of activities learners carry out, the degree of control learners have over the content of learning, the patterns of learner groupings adopted, and the view of learner as processor, performer, initiator, problem solver, etc. Their analysis shows the wide variety of learner roles, which are possible in the language class.

In Table 1 above the different distinctions between the traditional and contemporary language pedagogies has clearly shown in terms of roles and several dimensions language teaching and learning processes. However, for the main concern of this paper let's focus the student's role in different language methodologies. To this end, Widowson, (1987), as tabulated by Shengxi, students' roles along with that of the teachers' with respect to different methods can be seen as follows:

Table2: *Teachers and learner roles in different teaching methods*

Method/Approach	Teachers' Roles	Learners' Roles
Situational Language Teaching	-context setter -error corrector	-imitator -memorizer
Audio-lingual	-language modeler -drill leader	-pattern practice -accuracy enthusiast
Communicative Language Teaching	-needs analyst -task designer	-improviser -negotiator
Total Physical Response	-commander -action monitor	-Commander -action monitor
Community Language Learning	-counselor -Paraphraser	-collaborator -whole person
The Natural Approach	-actor -props user	-guesser -immerse
Suggestopedia	-Auto-hypnotist -authority figure	-relaxer -true believer

Source: Shengxi. L. Retrieved February 28, 2012, from http://iteslj.org/Articles/Kayi-Teaching_Speaking.html

2.2.1. Students' role in Traditional Approach

From Tables (1&2) above, traditional approaches can be analyzed as approaches that view learners as passive receivers of knowledge from the teacher and the teaching materials. These approaches put the teacher at the center of the teaching-learning process. In other words, they are often referred to as teacher-centered classrooms. As a result, learners are forced to play passive and very limited roles. They mostly react in response to teacher's questions. The teacher decides what they learn and how they learn it best; the learners' main role here is to passively receive what the teacher has chosen for them. As a result, Richards and Rodgers (1986) regard these types of learners as the passive recipients of outside stimuli. The learners assume a very passive role.

In teacher-centered classrooms, it is the teacher who invites talk, decides turn-takings, asks questions and sets exercises. In short, the teacher is in control of every activity in the classroom. He controls the learners' language and patterns of communication; feedback is in the form of error correction.

In general, the traditional modes of language teaching regard learners as organisms that go into language classrooms to receive knowledge from their teacher and/or textbook. The teacher who is regarded as the only source of knowledge dominates every activity in the classroom. In such modes of language teaching the knowledge is provided in the form of language form or structure. That means grammar is always taught explicitly and less or no attention is given to meaning.

2.2.2. Students' role in contemporary Approach

The second category of the approaches, as can be seen from Table 2 above, has more of student-centered nature. In a nut shell, this language teaching approach considers the learner as experimenter, researcher, negotiator, obeyed, explorer, struggler, path-follower, and initiator.

The table demonstrates this idea in detail. Most of the contemporary issues are raised in this paper either directly or indirectly. However, with regard to students' contemporary role, Nunan (1999) states that the change for students' role from passive reviser of knowledge to active participant of the teaching-learning process was basically because of the teaching-learning approaches from traditional to contemporary. He illustrated the changes that have been brought

about to pedagogical practice as a result of changing views on the nature of language and learning, and also through the incorporation into classroom teaching of insights from research.

In general, among other researchers, Nunan (1999) summarized students' contemporary or communicative language class roles along with the changes shaped by change to theory and practice as follows:

- *learners practice skills they will need outside of the classroom*
- *learners are actively involved in using the language they are learning, and in learning through doing*
- *learners communicate authentically and learn to use language appropriately*
- *learners learn how to use grammar and vocabulary to express different communicative meanings*
- *learners listen to and read authentic texts of different kinds*
- *learners develop strategies to become better language learners*
- *learners work together in small co-operative groups*
- *learners develop skills in self-assessment and self-evaluation*
- *learners learn how to take their language into the real world beyond the classroom*
- *teachers help learners to learn useful language and to become better learners*

(page 18)

In short, according to Nunan (ibid), task-based language teaching, which is the other version of communicative language teaching, helps learners to learn real language for use in the real world. Learners are assessed on what they can communicate and on their skills as language learners, as solvers of problems, and as communicators in groups. As a result, teachers, parents and employers know what skills learners have, and can match learners' abilities to the demands of particular tasks and jobs. Task-based language teaching is more than just a means of learning a language. It's a way of becoming a better communicator in the workplace, and in the social world beyond the classroom.

Generally speaking, some methods see learners as passive recipients of outside stimuli while others consider them as active participants in the teaching-learning process. Thus, the various roles of learners mentioned above and others can be seen from two sides: What roles are learners expected to play in teacher-centered classrooms/in traditional approaches and what roles are they expected to play in learner-centered/like task-based approach to language learning in general.

2.3. STUDENTS' ROLE IN TASK-BASED SPEAKING CLASSROOM

Different researchers fasten students' and teachers roles' in task-based speaking classes to the task-cycles. According to Richards and Rogers (2002:235-236) for example, the students' and the teachers' respective roles and the task cycles are discussed bellow. The students' roles in this language learning approach are self- directive roles.

2.3.1 Group Participant Role

The students complete many tasks in pairs or small groups. Pair or group work may require some adaptation for those who are more accustomed to whole-class activities and/or individual work. The possible group discussion roles include:

- **Facilitator/Encourager**- this student gets discussion moving and keeps it moving, often by asking the other group members questions, sometimes about what they've just been saying.
- **Timekeeper**- someone needs to make sure that the group stays on track and gets through a reasonable amount of material in the given time period.
- **Summarizer**- every so often (perhaps once per question for a list of questions, or at the end for one question), this student provides a summary of the discussion for other students to approve or amend.
- **Reflector**- this student will listen to what others say and explain it back in his or her own words, asking the original speaker if the interpretation is correct.
- **Elaborator**- this student seeks connections between the current discussion and past topics or overall course themes.

2.3.2 Monitory Role

In Task-based learning, tasks are used as a means of making the learning easier. Classroom activities should be planned in order that students have the chance to observe how language is used in communication. Learners themselves need to attend not only to the message in task work, but also to the form in which such messages typically come packed. Thus the students' role is greatly connected to the cognitive aspect of learning theory.

2.3.3 Risk-taking and Innovatory Role

Many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, this is said to be the point of such tasks. The skills of guessing from linguistic and contextual clues, asking for clarification, consulting with other learners and evaluating their own success or failure may need to be developed by the students.

In general, as to Richards and Rogers (2002) above, the role a student is supposed to play in a task-based speaking class is one aspect of the contemporary roles of students in a language classroom. More over, according to Tudor (1992), the nature and extent of the contribution which language learners can make to the various decision making processes involved in the development of learning programs depend on two sets of factors. The first relates to the learner's readiness on a number personal, psychological and experiential count to assume a reasoned and responsible role in shaping their learning programs. The second set of factors relates to the attitudinal and material constraints operant in the target language environment.

2.4. FACTORS OBSTRUCTING LEARNER'S ROLE PRACTICE IN TASK-BASED SPEAKING CLASSROOM

Though the number is not many there are local and overseas studies and critiques related to the theoretical as well as the implementation aspects of TBLT. Some of the studies raised factors that negatively affect the implementation of the approach at the classroom. Among the local studies, Tagesse Daniel (2008) revealed that the approach has been implemented in Ethiopian government colleges with Communicative Language courses but with weak procedure and only focusing on structural goal. From the overseas researches conducted on problems or factors that face up to the implementation of task-based language teaching in general are that have conducted by Carless. Carless (2002) points out that large class sizes, overcrowded classrooms, lack of appropriate resources, untrained teachers in task-based methodologies, teachers with limited language proficiency, traditional examination-based syllabi are major challenges for the implementation of TBLT. Although his study represents the context of Hong Kong primary schools, it covers almost all challenges that most of the task-based classes in any country, where English is taught as a foreign language, are facing. Similarly, Careless (2003, 2004) explores more challenges in the

implementation of TBLT. He argues that teachers' understanding and attitudes, classroom management, availability of time, role of textbooks and topic of the task, teachers' preparation and resources and language proficiency of pupils are the factors that always come into play in the implementation of TBLT including the roles expected of the students in the oral communicative classes.

Careless (2004) also investigated that the use of mother tongue during the communication in the classroom is another problem hinder in the adoption of TBLT. Likewise, he found out that the activities in TBLT are also charged to be time consuming. Likewise, Carless claims that TBLT is highly influenced by the wash back effect of examination

2.4.1 Teachers' Role Practice

In task-based speaking classes, appropriate teachers' role practice is equally important to that of students' role to develop the learners' speaking skills. With this regard, Richards and Rogers (2002:236) describe three basic teachers' roles in such classes. The first role is Selector and sequencer of tasks. This role usually played at the pre-task cycle stage. Here, the teacher has an effective role in selecting, adjusting, and creating tasks and then shaping these tasks in keeping with learner needs, interests, and language skill levels.

The second role is preparing learners for task. At this stage some training for pre-task is important for learners. These training activities may contain topic introduction, describing task instructions, helping students learn or recall useful words and phrases to make the task completion easy, and providing partial display of task process.

Consciousness-raising role is the third role stated by Richards and Rogers (2002:236). At this point, the teacher uses a mixture of form-focusing techniques, which include attention-focusing pre-task activities, studying the given text, guided exposure to parallel tasks, and use of highlighted material. To the contrary, if the teacher practices his/her traditional class role, there will not be interaction among students. Absence of interaction, on the other hand, means the students have less opportunity to learn speaking because now many linguistics and ESL teachers agree on that students learn speaking in the second language by interacting with each other. (Brown, 2007)

In general teacher role practice can negatively affect the student's role the tasked speaking classes at least from two perspectives: the first perspective is when the teacher dominates the process of the speaking activity and the second could be when he/she does not play his/her expected task-based class roles. According to Tadesse (2002:31), in such student-centered classes, the teachers are expected mainly to be facilitators of what the learners are doing. They are there in the classroom not to dominate learners' activities rather to help them in the process of achieving their goals. Teachers are not absolute figures of authority over what is happening in the classroom.

2.4.2 Self-Esteem

Coppersmith (1967) cited in Brown (2007) defines self-esteem as:

By self-esteem, we refer to the evaluation individuals make and customarily maintain with regard themselves; it attributes the extent to which individuals believe themselves to capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior. (Page 154)

From the above general definition it can be understood that self-esteem is person's decision expressed in written or oral words. Brown (2007:155) also self-esteem is derived from the individuals' accumulated experience with themselves and with others and from the environment around them. The specific aspect of self-esteem that linked with the objective of this study is expressed in the Brown's (ibid) three levels of self-esteem. The first of these is the **global esteem**-relatively stable in adult and resistance to change. It is the general assessment one makes of one's own worth overtime and across a number of situations. The second is **specific self-esteem**- refers to one's self-appraisal in particular life situation like social interactions, work, education, work, home, etc. or on careers such as intelligence, communicative ability, or personality trait such as generousness, empathy and flexibility. The third and the directly linked with the objective of this study is **task self-esteem**. It refers to particular tasks within specific situations. It might refer to one subject-matter area. For example, skills like; net play and pitching in sport are evaluated on the level of task self-esteem.

In the case of second language acquisition, task self-esteem encompasses the acquisition in general and it might appropriately refer to one's self evaluation of a particular aspect of the process:

speaking, writing, a particular class in a second language, or even a special kind of classroom exercise. Furthermore, Brown (ibid) cited Heyde's (1979) effects of the three levels of self-esteem on performance of an oral production task by American college students learning French as a foreign language. She found that all the three levels of self-esteem the correlation between oral production and task self-esteem measures very high, Brown (2007:155) and self confidence factors assume important roles in determining one's willingness to communicate. (Page 157)

2.4.3 Attitudes and Beliefs

Students may have their own beliefs about the roles they are supposed to play in tasked speaking classes. Usually such beliefs develop from the experience the students come up with in their previous classes. As to Wright (1987), these beliefs can affect directly or indirectly the supposed students' classroom role behavior among students or between students and the teacher.

Wright (ibid) also added that the three personal and cognitive development stages might be reflected in classrooms and affects the students speaking class roles. According to him at the first stage, the learner thinks that he/she has to only look at the word(s) offered to him/her by the teacher, who is assumed to know the answer. At this stage, the students' is assumed as to memorize fact and structure and vocabulary are emphasized. At the second stage of the development, where everything is viewed as relative, the learner's role is to accept others' different opinion or point of view. At the third stage, the learner is only supposed to commit himself/herself to an idea or concept. The second and third stages seem more likely to think independently, which may be important element in communicative language teaching yet less likely to oral communicative classes.

2. 4.4. Emotional

2.4.4.1. Motivation

Harmer (1983) describes motivation as "Some kind of internal drive that encourages somebody to pursue a course of action." According to him and also (Brown 2007:170), there are two types of students motivations. Students who learn for their own self-perceived needs and goals are **intrinsically motivated**, and those who pursue a goal only to receive external reward from someone else are **extrinsically motivated**. Whatever the types might be, motivation is one of the important

emotional factors in language learning. It might be said that it is also the great influential factor on the students' classroom role implementation where this influence can be reflected in the students' speaking skill (Wright 1987).

With regard to the classroom situations, showing the correlation between motivation and achievement, Nunan and Lamb (1986) in (Jenenew Bekele 2006:29) says that a highly motivated student will do in school and they also claim that the opposite can be true from that commonly reckon. To this end, (Brown 2007:170) states that students can generally be motivated in learning the target language **instrumentally** or **integratively**. The instrumental side of the dichotomy referred to acquiring a language as a means for attaining instrumental goals: furthering a career, reading technical materials, translation, and so forth. The integrative side described learners who wished to integrate themselves into the culture of the second language group and become in social interchange in the group. Thus students can be demotivated in the process of learning the language when they see the subject irrelevant to their real life situation.

2.4.4.2. Anxiety

Together with the other emotional factors anxiety plays a major effective role in second language acquisition. Anxiety is well known to every one from those experiences feelings of anxiousness, yet it is not easy to define anxiety in a simple sentence. Spielberger (1983) cited in Brown (2007) defined and classified anxiety as follows:

*...the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of automatic nervous system." More simply put, anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry.... Like self-esteem, anxiety can be experienced at various levels. At deepest or global level, **trait anxiety** is amore permanent predisposition to be anxious. At a more momentary or situational level, **state anxiety** is experienced in relation to some particular event or act. (page161)*

Though it is believed that the two levels of anxiety can affect the students' speaking classroom role in one way or another, recent researches on language anxiety, as it has come to be known, focuses more specifically on the situational nature of state anxiety. With this respect, researchers cited by Brown, like: (Horwitz & Cope, 1986; MacIntyre & Gardner, 1989) identified foreign language anxiety in to:

1. **Communication apprehension**-arising from learners' inability to adequately express mature thoughts and ideas,
2. **Fear of negative social evaluation**- arising from a learner's need to make a positive social impression on others, and,
3. **Test anxiety**- apprehension over academic evaluation. (Brown 2007, p.162)

We may be inclined to view anxiety as a negative factor, something to be avoided at all costs. But the notion of facilitative and overjoyed tension is that some concern or apprehension over a task to be accomplished is a positive factor. For example, in the case of test anxiety above the anxiety may be one of the keys to success, closely related to competitiveness (Bailey, 1983) as Brown's (ibid) citation. However, fear of negative social evaluation and communication apprehension may lead the students to frustration, shyness and disturbance on the learner at the time of oral practice in the classroom and lead them not to perform their assumed roles in the class.

2.4.5 Task-Related Factors

The other factor that affects the learners' speaking classroom role is concerned with the speaking tasks themselves. High school students may be supposed to perform various tasks in the classroom being supported by their teachers. These tasks can be relatively difficult or simple on the basis of the nature of the tasks. As to Wright (1987) tasks can be viewed from their cognitive affective elements they contain. For example, while performing a certain task in group, students are expected to engage in tasks that should essentially be the thinking and feeling aspect of the task. Thus, to this end Jenenew (2006:32) says "a learning task can have both a high cognitive load and a high affective load that may require a high degree of emotional commitment from the participants." It may also have a high cognitive load in that the language required is difficult. In addition, according to Prahbu (1987), a task can be difficult because an individual has a negative attitude towards with which he/she is doing the tasks.

In general, one thing should be mentioned is that, there are a number of features that will make tasks more or less difficult. So that we can progressively give our learners tasks where there are more and more things to think about and consequently less and less attention available for form. Thus the teacher in such class should use his professional skill to adapt or change tasks in order to

make it more suitable to the learner's level and interest. It is only then that she/he would expect his learners to fully engage themselves in the given task.

2.5. TASK-BASED APPROACH vs LEARNING SPEAKING SKILLS

As tried to be discussed in the earlier chapter, task-based instruction has emerged as another version of communicative language teaching. Furthermore, (Bygate, Skehan and Swain, 2001; Skehan, 2003; Nunan, 2004; and Ellis, 2005), all cited in (Brown, 2007:242), are among recent researchers in the area those agree that it is an instruction that from CLT as a major focal point of language teaching. Brown (ibid) added:

...as the profession has continued to emphasize classroom interaction, learner-centered teaching, authenticity, and viewing the learner's own experiences as important contributors to learning, task-based instruction draws the attention of teachers and learners to tasks in the classroom. (Page 242)

The above statement raises some magnified classroom features of TBI. In other words, it is a student-centered approach that promotes classroom interactions. The learner-centered classroom is a place where students actively work in groups uncovering knowledge and making it their own and much of the learning is said to be task-based; Todor, (1993). On the other way round, all these features: interaction, learner-centeredness and authenticity, are features of speaking classes. Thus, it is enough to say TBI is an approach that, among others, promotes speaking skill.

As the target populations of this study are grade 11 students who are currently using the new grade 11 text book that is designed on the basis of task-based approach, it may be important to define task. Of the different definitions given to a task by different researchers, with respect to the objectives of this study, the researcher is interested to quote Nunan's definition of a task. According to Nunan (1989), "task is essentially a piece of class activity in which learners are required to interact and negotiate using the target language focusing mainly on meaning rather than on the form."(Page, 10). Brown (2007:242-243) also describes tasks as a subset of the technique and activities that one might design for the classroom and themselves might involve several techniques.

2.5.1 Learning Speaking

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998:13). Speaking is a crucial part of foreign language learning and teaching. Despite its importance, for many years in any second language syllabuses, it seems that teaching speaking has been given too small a price and English language teachers have continued to teach speaking just as a repetition of drills, memorization of dialogues or inclining to structure. Some local researches, like Tagesse (2008), reveal that such method of teaching speaking skill still exist in some elementary classes. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Nowadays, most researchers in the area agree that in order to assist students in the EFL classroom settings, to speak in the best way possible, attention should be given on how the learners can learn to speak rather than how to teach them the language itself. One the language syllabuses that emphasize on the process of learning rather than on the product expected is the task-based syllabus. Regarding this Richards (2001) says, “...Task Based Language Teaching is an aspect of process based Communicative Language Teaching approach which offers students material that they have to actively engage in the processing in order to achieve a goal or complete a task.” (Page 28)

Concerning the meaning of ‘teaching speaking’ to EFL learners, Nunan (2003) forwarded the following points. For him teaching speaking is to teach EFL learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the foreign language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

These days, many linguistics and EFL teachers agree on that students learn to speak in the foreign language by “interacting”. Communicative language teaching and collaborative learning serve best for the above aims to be achieved. Communicative language teaching is based on real-life situations that require communication. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

2.5.2 Types of Tasks for Teaching Speaking

There are many representatives of sample activities that are designed to build oral communicative skills that different writer categorize them in different ways. Jenenew Bekele (2006:13) discussed categories of different researchers and put three main categories of oral communicative activities as follows: the first division is that is given by Lewis and Hill (1985). They divide language teaching activities in to two general categories: accuracy activities and fluency activities. According to these writers, accuracy activities deal with language forms or acquiring linguistic skills in order to express meaning. Fluency activities on the other hand deals with improving learner’s communicative skills under less learner’s intervention.

In the case of fluency activities, teacher must not correct every mistake and indeed must positively encourage students to use all means at their disposal to get their message. According to Byrne (1987:12), at the elementary level of such activities, one will probably want to spend more time on accuracy work to build up the learner’s knowledge of grammar and vocabulary as quickly as possible. In this case the focus is spending more time on fluency than accuracy.

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

- a) Information-gap
- b) Communication games
- c) Simulations
- d) Project-based activities

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

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

1) Functional communication activities

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

2) Social interaction activities

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

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

To more specific context, researchers such as Rod Ellis (2003) quoted by Larsen-Freeman (2010:148-149) and Enamel (2011) defined and categorized tasks in line with tasks for teaching

speaking. According to Ellis, tasks can be classified into three main categories: information-gap tasks, opinion-gap tasks and reasoning-gap tasks. In this study, Ellis' definition is emphasized because he proposed nearly all of the categories to teach speaking, which is the other focus of the study. Ellis also defines each of his task types as follows:

Information-gap task - is a task in which one participant holds the information that the other participants do not have and that must be exchanged in order to complete the task. There are two types of these tasks; jigsaw tasks and two-way tasks. These tasks are considered as the examples of information-gap tasks in the literature, in which the input material is divided between two or more participants in such a way that they are required to exchange information to complete the task.

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

Convergent tasks require students to agree on a solution to a specified problem. In divergent tasks students are assigned different viewpoints on an issue and they have to defend their positions and refute their peers'. Open tasks are those in which participants know that there is not a predetermined solution to the focused problem but they try to find a reasonable one.

2.5.3 The Stages of Task-Based Learning

Pre-task stage-is the stage at which the teacher begins the topic and gives the students clear direction on what they need to at the task stage and may help the students recall some language that may be useful for the task. The pre-task stage can also contain a recording of doing the task. This gives the students a clear model of what will be expected from them. The students can take notes and spend time getting prepared for the task. The first phase is pre-task and explains the various activities that teacher and students can carry out before they start the task. The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition.

Task stage- The students complete a task in pairs or groups by using the language resources as the teacher monitors and offers support. This second phase includes a lesson that is essentially conversational in nature and the explicit formulation of messages, also includes opportunities for

students to take risks. Another process in this phase includes the shared goals and effective scaffolding for the learners' efforts for communication.

Planning stage- Students set up a short oral or written report to explain the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for recommendation to clear up any language questions they may have.

Reporting stage- Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare. This phase has some pedagogic goals such as providing a repeat performance of the task, encouraging reflection on how the task was performed, and lastly encouraging forms that are problematic to the learner during the task

Enamel (2011)

From the stages of tasks and their explanation, by Ellis (2003) in Enamel (2011), above it can be seen that the students' group participation roles such are expected to be played at the task stage, planning stage and the reporting stages. The nature of these stages, leads the students to talk in the group with each other at the different parts of the group activity. The teachers' roles, on the other hand, are reflected in the pre-task stage, the analysis stage and the practice stages. He/she is assumed to practice the role of organizer, monitor, and manager of the activities without dominating the learners.

2.6. RELATED LOCAL LITERATURE

Besides the different overseas researches reviewed in chapter two of this paper, local research works that are more recent and related to this study are Tadesses' (2002) and Jenenew's (2006).

Tadesse (2002) investigated the roles both teachers and learners assumed in grade 9 English classrooms in general and how the role is reflected in the classroom. The result of the study indicated that most of the teachers do know their expected classroom roles. However, most of the students favor the traditional classroom roles. More over, the study indicated that both the teachers and the learners had not been exercising the roles they expected to play in their English classrooms.

Students were playing passive roles. In the study, it is stated that instead of helping the learners to know their roles, the teachers continued to use the traditional, teacher-centered instruction.

Jenenew's (2006) attempted to assess the practice of teachers' and pupils' roles in an English classroom. Besides it tried to investigate the problematic factors with both parties' role. The study revealed that most of the teachers have the knowledge of the appropriate with in the CLT context but most of them didn't implement them properly in the classroom. Similarly, most students know how to benefit from the role they are expected to assume. The study also identified that large class-size; the plasma assumed instruction and students' fear for creating mistake are great problems with the roles implementation in the classroom. As a strategy for the teachers' proper role implementation, the study has made out those teachers who got access to training in methodology for more than once have shown a relatively better effort to play their roles properly to help the students use the target language.

My study relates to the local researches shown above in that it raises the issues regarding students' roles in language teaching and learning and in that it focuses on the methodology of English class. However, it differs from them as it tries to assess specifically on the role of learners only and also more specific to oral communicative classes. Students' role and teachers' roles are inseparable. Regarding this, Nunan (1989) notes, that "the roles of teachers and learners are, in many ways, complementary" (p.87). As a result, this study does not ignore the teachers' role; rather it treats it as an impact that contributes to the role of the student. Furthermore, the study is concerned with the investigation of the roles of learners in relation to the introduction of the new English materials. It examines whether or not the learners are aware of their assumed roles with regard to tasked speaking classes of the new grade 11 English Textbook. Moreover, finding out the type of role the learners reflect in the classroom will be the second concern of the research. Lastly, the study also tries to detect problems hindering the assumed roles of student in the classroom.

CHAPTER THREE

METHODOLOGY

Research methodology as a line of completing the study consists all the components of the research design. According to Bhattacharjee (2012:37), research design is a comprehensive plan for data collection in an empirical research project. Bhattacharjee (ibid) says that research design is a “blueprint” for empirical research aimed at answering specific research questions or testing specific hypotheses, and must specify at least three processes: the data collection process, the instrument development process, and the sampling process.

With the basis of the above statement, this chapter discusses the methods used to gather data for this descriptive survey research. It mentions the subjects that were involved in the study and how samples were selected from the total population. Finally, it explains how the collected data were organized and analyzed.

3.1.SOURCES OF DATA

In order to achieve the objectives of the research, two government secondary schools, Holeta Secondary School and Burayu Secondary School, have been selected to be the focus of the study. They were chosen on the basis of their relative proximity to the researcher and to each other. More over, the researcher believes that adequate information can be obtained as these schools have experienced and recently trained teachers. The target population of the study was English language teachers and grade 11students of 2011/12 academic year. This grade level was selected for the study for that the researcher had personally witnessed the problem under study here.

3.2. SAMPLING

One of the first questions that the researcher typically asks, concerns with the number of subjects that need to be included in his sample. With this regard Singh (2006) says:

Technically, the size of the sample depends upon the precision the researcher desires in estimating the population parameter at a particular confidence level. There is no single rule that can be used to determine sample size rather the best answer to the question of size is to use as large a sample as possible. In experimental research, one should select

a sample that will permit at least 30 in each group. Descriptive research typically uses larger samples; it is sometimes suggested that one should select 10-20% of the accessible population for the sample. (Page 94)

Based on the above suggestion, in order to select the representative sample of all EFL teachers and students, in the two schools, Holeta Secondary School and Burayu Secondary Schools, the size of population has to be assessed. With this regard, because of the manageable number of teachers who teach grade 11 in the schools, all the teachers were taken as subjects of the study. To this end, the concerned 2 teachers of each school were involved. These teachers sum up 4. In line with this the 4 English teachers, the students in the level were selected as the sample of the study. Accordingly, for that the study was a descriptive survey type, 15% of the students' population was taken from each class/section of each school.

Therefore, based on the size of the schools, 55 and 35 students were taken from Holeta and Burayu secondary schools respectively. In other words, out of 603 grade 11 students in both Secondary Schools, 90 students were selected as subject of the study. In order to select the sample of students from each school, systematic random sampling method was used.

The students in each school were distributed in different classes. For this reason, to make the samples more reliable, the researcher used systematic random sampling and selected 15% of the students from each class in each school. The alphabetical lists were used for the sampling and lottery method was used to select the first subject for the intervals.

Holeta Secondary School had 6 classes, with an average number of 61 students in each; where as, Burayu had 3 classes that accommodate an average number of 79 students each.

Three of the teachers were 1st degree holders and one was MA holder. The teachers were with long years of teaching experience- nineteen years and thirty-two years were the minimum and the maximum teaching experience respectively. All of the teachers were males. The sample of the students composed of both male and female with the least age fourteen and highest twenty.

The age-sex distribution of the participant students who gave back the questionnaire are summarized in the following tables.

Table 3: Summary of age and gender of students responded to the questionnaire

Age	Frequency	Percent	Valid Percent
16	5	5.9%	5.9%
17	20	23.5%	23.5%
18	32	37.6%	37.6%
19	16	18.8%	18.8%
20	9	10.6%	10.6%
Above 20	3	3.5%	3.5%
Gender	Frequency	Percent	Valid Percent
Male	59	69.4%	69.4%
Female	26	30.6%	30.6%
Total	85	100.0%	100.0%

From the table above, it's possible to see that the majority, (69.4%) of the students, who responded to questionnaire, were males and the rest were females. Moreover, most of the students in the grade level under the study, grade 11, are aged 18. That constitutes 37.6%.

3.3.. INSTRUMENTS OF DATA COLLECTION

In order to collect data from the samples of the target population, questionnaires, observation and interview were employed as instruments of data collection. These three instruments were also used for the pilot study. The instruments were selected because of their suitability for gathering important data for the study. Furthermore, the researcher believes that they were important for triangulation that in its turn would be useful to ensure the validity of the data collected.

3.3.1. Questionnaires

Questionnaires were used to access the large population of the students and teachers easily. Two questionnaires were employed: students' questionnaire and teachers' questionnaire. The questionnaires were designed based on theories of roles of learners in task-based/student-centered EFL instruction. Both questionnaires were similar in contents. They were close-ended and designed in both binary and likert scales. This was made to manage responses when analyzing data. However, in the teachers' questionnaire, for some of the items that need personal views of the teachers, four open ended questions were used.

The students' questionnaire consisted of four main questions, twenty-two items and three main parts. The parts were:

- the type and frequency of speaking tasks that they do in the classroom;
- the roles that the students play when they complete speaking tasks;
- the factors that negatively affect the implementation of speaking activities.

The teachers' questionnaire also comprised four main questions, twenty items and four main parts:

- speaking tasks that are used in classes;
- student's roles during task implementation;
- personal opinions on some of the questions under the third part.

3.3.2. Classroom observation

Observation was also conducted to investigate how speaking tasks were being implemented in the actual EFL classrooms. Observation checklist was used during the classroom observation. The observation was divided into three sections, namely observing the type of speaking tasks, observing learners role/activity and observing factors negatively affect learners' role. The cameraman had awareness of the video skill and was oriented about how to observe task implementation.

The primary role of classroom observation in this study was to see how students practice their assumed roles in tasked speaking classroom, which is the first specific objective of the study. To this end, only spoken classes were selected for observation. In other words, it was intended to observe whether students actually exercise the roles they were supposed to be aware of and the teachers witnessed through the questionnaires. The observation was also used to get some insights into some factors that hinder the learners to play their role in the classroom. The observation was also conducted to confirm the responses the subjects would give to the questionnaires. For this purpose, observation checklist and video camera were prepared.

Since there were four grade eleven English teachers, one class of each teacher was randomly selected for observation. Each class was observed two times. To reduce the anxiety both for the teacher and the students, the first observation was conducted with the checklist but without

video recording. The other lessons were recorded using video camera with great emphasis on the sound rather than on the video. The observation was carried out by the researcher being accompanied by the co-observer.

3.3.3 Interview

Interview was the third type of tool that was employed in this study. The purpose of the interview was to triangulate the data collected by the questionnaires and classroom observation. Eight open-ended interview questions were designed to get detailed information from the teachers and students. The questions include the issues raised in questionnaires, however, here the questions demand detailed responses. After all data were gathered, all the four teachers who were involved in the questionnaire and nine students out of the 90 were randomly selected. Both subjects were interviewed and recorded in order to obtain further information that might be used to enrich data gathered through questionnaire and classroom observation. The recording was made to be heard repeatedly and analyzed later.

The video man was recording using video camera while the interview was conducted with the students and also with the teachers. The questions were read to the interviewees in English; however, some students responded in Oromo Language and some others in Amharic. The interview with students was sometimes clarified for some of them in Afan Oromo or in Amharic. The analysis was made using the record.

In general, questionnaires, classroom observation and interview were used to collect data for this study. Questionnaire was mainly used to collect data that could help the researcher to identify whether or not learners are aware of their roles, whether they practice it and investigate problems with regard to student's classroom role practice. Classroom observation, on the other hand, was used to collect data that could help the researcher to know whether or not the learners exercise their roles in the speaking classroom. The third instrument, interview, was used to collect data that could strengthen the information obtained through questionnaire and observation.

3.4. METHODS OF DATA ANALYSIS

Once the subjects were identified, the questionnaires were distributed to the teachers and the students. All the questionnaires distributed to the teachers were returned and analyzed.

However, five of the questionnaires distributed to the students were either not completed or not returned.

The observation was also conducted by the researcher. Finally, interview was conducted between the researcher and the teachers and the researcher and the students.

The data collected by questionnaires of both students and teachers were analyzed qualitatively and presented in tabular forms. As they are numerical data; frequency, percentage and grand means were used to reach conclusions. Simple descriptive data method was used in analyzing the data. The numerical data were used to show the relative distribution of the responses along the scales given. The results of the data were explained after each table in paragraphs.

The data collected by observation and interview were transcribed and analyzed in paragraphs forms because such data are difficult to numerate. The data collected using interviews were analyzed by describing the responses of the interviewees. Then, the general view of the interviewees to each item was discussed qualitatively and came to conclusion on the research objectives. Lastly, with the data analyzed and the basic findings, the researcher gave some recommendations.

3.5. PILOT STUDY

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

As a result of the pilot, some improvements were made. The improvements include categorizing questions under their relative scale type, making the instructions clearer, making the language simple and rearranging the order of questions. Then the actual questionnaires were distributed and collected. At the time of the pilot study, I, the researcher, observed all the four classes selected for observation. This was made to familiarize myself to the classes for the actual class observation. Of course, the observation, among others, helped the researcher in decreasing the

anxiety which might have been in the classes, especially happened as a result of the presence of video camera.

3.6. DISCOVERING THE LEARNER'S ROLES IMPLIED IN THE TEXTBOOK

Usually, the roles the teacher and the student are expected to play in any language classroom can be understood from the explicit information given in the teaching materials. With this respect, (Wright 1990) cited in (Tadesse Boyossa, 2002), states, "...there may be explicit information about the ways in which teachers and learners work on the materials in the classroom. However, the actual classroom processes and the roles implicit in the textbook, Teacher's Guide or in the nature of the exercises themselves." One of the ways of understanding these roles can be by examining the tasks, activities and exercises that the learners and teachers are called to work on in the materials.

The learners' speaking class roles implied in the new grade 11 English Textbook can thus be analyzed using this approach. Regarding this, the authors of (*Grade 11 English for Ethiopia: Teachers' Guide, page Vii*) say that there are at least one (often two or more) speaking section in each of the 12 units of the textbooks. Each section usually comprises more than one task. The following are some examples of speaking tasks from the textbook.

- **Comparing schools**

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

- a) Did your parents go to school? What kind of education did they have?
- b) Compare your education with your parents'.
- c) To what extent do you think education has improved in Ethiopia since your parents' time?
- d) What kind of education do you think your children will have?

((*Grade 11 English for Ethiopia Page, 34*)

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

- 4) Look at the diagram and try to see if there are significant differences between the boys' rankings and the girls'.

((Grade 11 English for Ethiopia Page, 47-48))

• **Create a story**

Stage 1

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

Table 4: *Possible location, characters, mode and time of story (task)*

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

Stage 2

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

(Grade 11 English for Ethiopia Page, 144)

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

...Grade 11 English for Ethiopia is designed to encourage interaction amongst students through pair work, group work and whole class activities. A balance is provided between interactive, communicative exercises in the form of discussion debate, dialogue, role-play and so on. (Page Vii)

The authors' claim along with the nature of the textbook's speaking tasks discussed above implies that teachers are not regarded as absolute figures of authority who decides on every activity in the classroom. Rather, students are allowed to play an active role for their own learning. Thus, in general, it can be argued that the roles implied in the new grade 11 English Textbook are those that are commonly exercised in task-based/ learner-centered classrooms.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE RESULTS

This chapter deals with discussing the data obtained from grade 11 students and teachers with the three data collecting instruments selected for the study: questionnaires, observations and interviews. The chapter has been divided into four main parts: students' responses to the questionnaire items, teachers' responses to the questionnaire items, results of classroom observation and results of interviews.

Analysis of the questionnaires was made first by grouping items and themes according to their relevance to the objectives of the study. Then, the findings obtained by the series of scores shown under each response category for each item in the group were summarized and presented. Finally, the range of scores corresponding to each is discussed in terms of where the highest percentage and /or frequency value occurs in order to determine whether the respondents agree, neutral or disagree to the corresponding statement. Rarely, grand were considered in the data analysis. Just for the sake of convenience, the questionnaires discussion for both the students and the teachers, the respondents, are treated in separate sections. Moreover, the Likert scale given in five values: 'strongly agree', 'agree', 'neither agree nor disagree', 'disagree' and 'strongly disagree' was reduced into three; i.e. the first two values as agreement, the last two as disagreement and the middle one as neutral.

The results of the classroom observations and that of the interviews were discussed based on the sample lesson transcripts and transcripts of both the students and teachers interviews in the appendixes.

Lastly, the findings obtained through the three data collecting instruments were related to one another and to the objectives of the study to set conclusion and to forward recommendations.

4.1. STUDENTS' RESPONSES TO THE QUESTIONNAIRE ITEMS

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

4.1.1 Students' Responses to the Types of Speaking Tasks

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

From Table 5 it can be understood that most of the students agreed that listing, ordering and sorting, comparing, problem solving and sharing personal experiences were all used in their speaking classes as oral communicative tasks with grand mean inclined to the 'Some times value'.

Table 5: *Types of speaking tasks usually used in classrooms*

Item No.	Type of speaking task	N	Values		Frequency	Percent	Likert scale	
							sum	Mean (X)
1	Listing	85	Most of the time	1	29	34.1%	163	2.27
			Sometimes	2	38	44.7%		
			Rarely	3	14	16.5%		
			Never	4	4	4.7%		
2	Ordering and sorting	85	Most of the time	1	14	16.5%	191	2.25
			Sometimes	2	45	52.9%		
			Rarely	3	18	21.2%		
			Never	4	7	8.2%		
3	Comparing	85	Most of the time	1	14	16.5%	155	1.82
			Sometimes	2	45	52.9%		
			Rarely	3	18	21.2%		
			Never	4	7	8.2%		
4	Problem Solving	85	Most of the time	1	20	23.5%	215	2.53
			Sometimes	2	40	47.1%		
			Rarely	3	18	21.2%		
			Never	4	7	8.2%		
5	Sharing personal experiences	85	Most of the time	1	20	23.5%	182	2.14
			Sometimes	2	40	47.1%		
			Rarely	3	18	21.2%		
			Never	4	7	8.2%		

Grand Mean=2.20

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

When observed from the frequency point view of the tasks' use, the following table the table also gives detail information. For example, "some times" has a frequency of 38 (44%), 45 (52.9%), 45 (52.9), 40 (47.1) and 40 (47.1) from the type of speaking tasks 'listing' downwards to 'sharing personal experiences'. On the other hand, 'Never', with frequency of 7 (8.2%) for most of the speaking tasks, is the task least to be used as means to practice oral communication. Likewise, responses from the teachers' questionnaire indicated that 'Problem solving', with highest mean value of 2.5 (Table 5 above) has been used in the speaking classroom. The grand mean of both the students (1.85) and that of the teachers (2.20) inclined to the idea that the speaking tasks were used sometimes.

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

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

4.1.2 Students' Responses to Their Tasked Speaking Classroom Role Awareness

Part III items number (1-6) of the students' was designed to determine whether or not the students know their task based speaking classroom roles. The items tried to raise different features of task based/student-centered speaking class role behaviors. Thus, this part was divided according to these features. (See Table 6)

Table 6: Students' Responses to Their Tasked Speaking Room awareness

Item No.	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Respondents'		Likert Scale	
	1		2		3		4		5		Sum	Percent	Sum	Mean (X)
	f	percent	f	percent	f	percent	f	percent	f	Percent				
1	19	22.4%	61	71.8%	1	.2%	2	2.4%	2	2.4%	85	100%	162	1.91
2	22	25.9%	45	52.9%	5	5.5%	10	11.8%	3	3.5%	85	100%	182	2.14
3	28	32.9%	44	51.8%	2	2.4%	11	12.9%	0	0%	85	100%	163	1.92
4	41	48.2%	27	31.8%	4	4.7%	9	10.6%	4	4.7%	85	100%	166	1.95
5	28	32.9%	44	51.8%	2	2.4%	11	12.9%	0	0%	85	100%	139	1.64
6	27	31.8%	34	40.0%	6	7.1%	15	17.6%	3	3.5%	85	100%	188	2.21

Grand Mean= 1.79

4.1.2.1 Students' Engagements in the Speaking Tasks

Items number 1, 2 and 5 in the above table show responses to students understanding in their speaking tasks engagement roles. The responses to the items and the frequencies and percentages are indicated in table 6.

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

Item 2 .I learn speaking more by engaging myself in classroom task-based activities.

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

When responses given under each response category for the items were examined, the following results were found and interpreted accordingly. As can be seen from Table 6, item No 1 above, the total sum of students who believe that they should engage in speaking tasks constituted (22.4% +71.8%=92.2%); that means almost all of the respondents agreed to the idea under item 1. In addition to that, concerning item number 2, the majority of the respondents (67 or 78.8%) know that they learn speaking English by engaging themselves in speaking tasks they are given in the classroom. When we come to item 5, still the percentage of student respondents who disagreed with the idea of their contribution to their speaking skill development sum up only

12.9% where as the vast respondents (39.9%) strongly agreed and (51.8%) agreed and accept the reality of their contribution to their speaking skill development through engaging themselves in speaking tasks. That means, they know that they do not expect only from their teacher's contribution only. Furthermore, the inclinations of the grand mean (Grand Mean 1.79 indicated under Table 6) to the positive values responses also showed that the students had awareness on their tasked speaking classroom roles.

Moreover the result of the class observation implied that students had concept on their being engaged in tasks to develop their speaking skills because, except in the first observation, in the other two observations transcribed, it was observed that few students tried to do their best to complete the tasks. (See appendix F1, F2 and F3). Not only the observations', but also the interviews' result confirmed that they had perception on their engagement in tasks. For example, student 1, student 2 and student 4 in appendix G said that such taking part in tasks would improve their speaking ability.

In general, it can be deduced that the students had knowledge on their roles in taking part in speaking activities given by their teacher. Furthermore, they had awareness on the positive effect of the engagement. However, the result of the observation and the teachers' responses to the interview (appendix H) showed that the students were not practicing their understanding of engagement in speaking tasks. The results of the class observation and the teachers' interview may imply that there might be problems behind the implementation of the students' understanding in task engagement roles.

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

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

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

Item21. Does your teacher usually explain the grammar/rules of the spoken languages explicitly? (e.g. what to say and what not to say on phone.)

The following table summarizes students' responses to the above listed questionnaire items. The items were basically designed to assess the degree to which the teacher inclines to grammar and the way the learners view errors; because these issues distinguishes between the type of roles

(traditional or contemporary roles) student play in the classroom. Contrary to the modern one, traditional language learning focuses on language structure rather than form and characterized by expecting no or few errors from the student.

However, as indicated by students' response to item No. 3 above 28 subjects strongly agreed and 44 of them agreed that to err is part of language learning. The sum percentage of these respondents made up 84.7%. In addition to this, 80% of the subjects agreed to item No.4. They believe that they learn the structure of the spoken language by engaging themselves in the communicative activities given to them. However 45 (52.9%) of the students responded 'YES' to item 21. (See Table 7 below). They said that their teacher teaches them grammar explicitly.

Table 7: Responses to teachers Way of Teaching Grammar

Item No.		<i>Responses</i>		
		Frequency	Percent	Valid Percent
21	YES	45	52.9	52.9
	NO	40	47.1	47.1
	Total	85	100.0	100.0

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

4.1.2.3 Classroom Organization

Item 6. I develop my speaking skills more when group/pair activities are given to us than when I simply listen to my teachers' explanations.

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

As can be observed from Table 6 above, the majority of the students (71.8%) agreed that they believe that they develop their speaking skills when they do speaking activities rather than when they simply listen to their teachers' explanations.

In short, students' response to item 6 in the table implied that the learners had awareness on task based/ student-centered classroom roles because most of them know that group discussion promotes speaking rather than the teachers' explanation, which is used in the traditional classrooms.

Generally speaking, the result of the students' responses to the items designed to investigate whether students know their tasked speaking classroom roles inclined to the assumption that the students know their speaking classroom roles. This was because the total percentage of students responded as ('strongly agree' and 'agree' and 'YES' for item 21), in the tables 6 and 7 sum up 82.3%. The percentage of students responded as 'disagree', 'strongly disagree' and 'NO' constituted 11.17% and the rest 6.8% responded as 'Neither agree nor disagree'.

4.1.3. Students' Responses to Their Tasked Speaking Classroom

Role Implementation

Directions III, items number (13-18) of the students' questionnaire were designed to decide whether or not the students implement their task based speaking classroom roles in the classroom. As the purpose of this part of the questionnaire was to assess the practicability of students' role, most of the items were designed in binary scale ('YES'/ 'NO' form); this was true for teachers' questionnaire, too. The implementation was seen from three different points of views; these were from the students' engagement in the speaking tasks, from grammar learning and students' self error correction and from the students' interaction with each other. Thus, the items under this topic were treated in three sub topics. Thus, this part was divided according to these features. The summary of the responses can be seen in Table 8.

Table 8: Summary Students' Responses to Their Roles to Speaking Class Role Implementation

Item No.	YES		NO		Respondents'		Binary Scale	
	1		2		Sum	Percent	Sum	Mean(X)
	f	percent	f	percent				
13	24	28.2%	61	71.8%	85	100%	109	1.28
14	16	18.8%	69	81.2%	85	100%	101	1.19
15	37	43.5%	48	56.5%	85	100%	122	1.44
16	27	31.8%	58	68.2%	85	100%	112	1.32
17	37	43.5%	48	56.5%	85	100%	133	1.56
18	30	35.3%	55	64.7%	85	100%	140	1.65

Grand Mean= 1.69

4.1.3.1 Students' Engagement in Task Completion

Item13. Do you like to be a secretary, a group leader, summarizer, or presenter in groups?

Item16. Do you actively participate in group/pair speaking activities given by your teacher?

One of the features of task based classroom, as discussed in chapter two, is that it engages learners in the completion of the task. With regard to their roles as active engagers in the task completion, we have just seen that the students had awareness of these the role. This part intended to scrutinize whether they implement this awareness of theirs in the classroom or not. Items 13 and 16 in the third part of the question had such purpose.

As can be observed from response to item No.13 in Table 8 above, only 24 respondents (28.2%) responded as 'YES' where as the number of respondents who said that they did not want play any of the group roles in group discussion or those who responded 'NO' to the item comprised the majority of the respondents; i.e. 61 (71.8%). The majority of the respondents 58(68.2%) also replied 'NO' for item No.16 in the table. The item asked, "Do you actively participate in group/pair speaking activities...?" The responses imply that most of the students had not been actively participated in group speaking activities. In other words, they did not play their assumed speaking classroom roles with regard to being engaged in task completion.

4.1.3.2 Students' Self Error Correction and Grammar Learning

Item 14. Do you usually try to correct your errors after completing your group/pair activity and before your teacher gives you feedback?

Item 15. When you speak in English to do speaking activities in group or pair, do you give more attention to grammar/structure?

Item 17. Does your teacher spend more of the time explaining the rules of a speaking item to you?

Concerning the students' self error correction, majority of the students seem to expect frequent error correction from their teachers because result to item No. 14 indicated that most of the respondents (69 or 81.2%) indicated that they had not been trying to correct their errors by themselves. Only 16 respondents (18.8%) said that they had been tried to correct their errors by themselves. The other side of majority's responses implied that there was learners' expectation of errors corrected for them by their teachers.

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

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

4.1.3.3 Students' Interaction with Each other

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

In task based speaking classroom, learners' interaction with each other, with the teacher and with the material plays crucial role in language teaching and learning. The responses to the questionnaire item 18 in Table 8 above did not seem to agree to this idea. Most of the responses 55 (64.4%) said that they did not interact with each other when they were given group or pair speaking tasks while the others responded the inverse.

In general, the result of items designed for the assessment of the students speaking classroom role implementation revealed that the students were not playing the roles they said 'we know our roles' in second part of the questionnaire. The total average of respondents who negatively responded to the implementation of their tasked speaking classroom roles made up more than the average of those who responded positively to the items. The former holds 70.5% and the latter comprised 29.5% only. Thus it can be concluded as the students had awareness on their task based speaking classroom roles but mostly did not implement the roles in the class. The gap between the awareness and the implementation may indicate that there might be obstacles towards the students' role implementation. The grand mean for the responses concerning the students' role practice indicated under Table 8 is 1.79. This mean value also showed the inclination of the responses to positive responses and established the ideas indicated in percentages.

4.1.4 Students' Responses to Factors Obstructing Their Tasked Speaking Classroom Role Implementation

This part was aimed to assess factors that usually hinder the practice of students' role in the speaking classes. Items (7-12), which were designed in likert scale and items (19-22), which were under the binary scale were intended for this purpose. There might be numerous problems that hinder students speaking classroom roles. However, questionnaire items and their responses were limited to only to the factors discussed in the review literature parts. Thus the items were prepared in the way they have the power to reveal such factors as interpersonal factors and anxiety, the students' attitude towards tasks for developing oral communicative tasks,

demotivation towards tasks given for speaking classes. (See the following two consecutive tables and their discussion beneath them)

Table 9a: Summary of Students Responses to Factors Obstructing Their Tasked Speaking Classroom Role

Item No.	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Respondents		Likert Scale	
	1		2		3		4		5		Sum	Percent	Sum	Mean (X)
	f	percent	f	percent	f	percent	f	percent	f	Percent				
7	13	15.3	32	37.6	13	15.3	20	23.5	7	8.2	85	100%	231	2.72
8	7	8.2	10	11.8	12	14.1	34	40.0	22	25.9	85	100%	309	3.64
9	7	8.2	21	24.7	13	15.3	23	27.1	21	24.7	85	100%	285	3.32
10	41	48.2	24	28.2	6	7.1	2	2.4	12	14.1	85	100%	304	3.58
11	37	43.5	28	32.9	5	5.9	3	3.5	12	14.1	85	100%	330	3.88
12	31	36.5	9	10.6	15	17.6	10	11.8	20	23.5	85	100%	264	3.11

Grand Mean= 3.38

Table 9b: Summary of Students Responses to Factors Obstructing Their Tasked Speaking Classroom Role

Item No.	YES		NO		Respondents'		Binary Scale	
	1		2		Sum	Percent	Sum	Mean (X)
	f	percent	f	percent		100%		
19	56	65.9	29	34.1	85	100%	114	1.34
20	44	51.8	41	48.2	85	100%	126	1.48
21	45	52.9	40	47.1	85	100%	125	1.47
22	38	44.7	47	55.3	85	100%	132	1.55

Grand Mean=1.46

4.1.4.1 Interpersonal and Anxiety Factors

Item 8. I feel worry to report to the class because my teacher do not like to hear student's miss pronunciation of words.

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

Table 10: *Students' Responses to Their shyness as a Factor to hinder Speaking Classroom Role*

Item No.	YES		NO		Respondents'		Binary Scale	
	1		2		Sum	Percent	Sum	Mean (X)
22	47	55.3	38	44.7	85	100%	132	1.55

Though the term interpersonal might not be easy to define, in this context it was intended to refer the relationship among people; more specifically the relation between the teacher and the students. With this regard, from the responses to item No. 8 in Table 9a it could be inferred that there was power gap between the teacher and the students. As a result, it seems that most students feel fear of mistakes like that of pronunciation to speak in English and practice speaking. The total number of responses for the item responded as 'strongly agree' 22(25.9%) and for 'agree' the number read 34(40%). The two categories sum up the majority of the respondents' percentage. Moreover, more percentage of responses 47(55.3%) to item No.22 conveyed the message that most students had anxiety problems to speak in front of others; they feel shy.

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

4.1.4.2 Students' Attitude towards the Role of the Teacher and Tasks'

Time Consuming Aspect

Item 7. I believe that speaking is most learned from the source of knowledge; that is the teacher.

Item 9. I think that speaking tasks are time consuming.

Responses to items 7 and 9 give the impression that the students' attitude to learning speaking might be another obstacle for the majority of learners to be calm in plying their participatory roles in the process of completing tasks given for practicing speaking. Item 7 says that speaking is mostly learned from the teacher. 13 subjects strongly agreed to the idea and while 32 subjects agreed to it. This constituted the majority (52.9%) of the total subjects. Item No.9 says, "I think that speaking tasks are time consuming." Here the attitude of majority of respondents 44

(51.8%) towards tasks' time consuming aspect indicated that they did not agree with the idea while those agreed with it along with the neutrals sum up only 48.2%. However, as can be seen from the transcript of the students interviews (See Appendix G) most of the interviewee complained that speaking tasks are time consuming activities. Some teachers agreed with the students complaints in the interview conducted with them (See teachers transcript of interview with teachers under Appendix H)

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

4.1.4.3 Tasks and its Motivational Agent and Others Related Factors

Item 10. I do not like doing tasks/activities because they are what I do not expect on exams.

Item 11. I do not like the speaking tasks we are given by our teacher because usually they are unfamiliar and complex.

Item 12. I believe that most of the tasks we are given to practice speaking are boring to be engaged in because they are not accompanied by authentic/real materials.

The third factor intended to be assessed by the researcher was issues related to tasks themselves. Items 10, 11 and 12 in the likert scale were prepared for this purpose. With this regard, 41(48.2%) respondents strongly agreed and 24 (28.2%) agreed to item 10, which states tasks' motivational feature to examination (tasks' wash back effect). The two agreement scales made up 65(76.4%) respondents. It appears as the learners demotivated to play their roles thinking that the speaking tasks had no relation with their tests or exams.

Secondly, in the case of item No.11 in the table, still the majority 65(76.4%) of the student-respondents agreed to "I do not like tasks we are given by our teacher because they are unfamiliar and complex." Here the students' being reluctant to their speaking classroom roles appeared to be from the nature of the speaking tasks given to them. The third issue that was regarded as task related factor assumed to obstruct the students' role implementation was the unattractiveness of the tasks for not using authentic or real materials. This looks true because

though their difference is very few the percentage of those agreed to the idea exceeded to those disagreed to the idea. This can be seen from the responses to item number 12 in Table 9a above. The percentages were 47.4 and 35.3% respectively. The rest 17.3% of respondents remained natural for the idea.

In general speaking, the total average of the responses for the factors assessed under this topic inclined to agreement to the issues raised. The total average percent is 67.7% while the percentage of the disagreement and that of the neutral all together sum up only 32.3%. Thus, it could be said that the students were demotivated to complete the speaking tasks because of the nature, unfamiliarity of the tasks and because of that the think tests do not be prepared according the tasks. The demotivation in turn might have imposed the learners not to accomplish their speaking class roles. The grand means' deviation (1.46) to response 'Yes' also showed that the students' roles were affected negatively by the factors stated in the items.

4.2. TEACHERS' RESPONSES TO THE QUESTIONNAIRE ITEMS

4.2.1 Teachers' Responses to the Types Speaking Tasks

As mentioned in the analysis of the students' questionnaire for the same sub-topic, the main purpose of this part was to assess the type of speaking tasks mostly used in the classroom. This in turn assumed to give insight to what type of tasks might have good features for good implementation of the students' roles in the classroom.

With regard to the type of speaking tasks usually used in the classroom, both respondents seem to have the same idea. To see the regularity of the tasks mentioned to happen in the class with respect to their mean, just like that of the students, listing, ordering and sorting, comparing, problem solving and sharing personal experiences were all the speaking tasks the teacher used in the oral communicative classes.(See Table 11 below.)

Table 11: Summary of Teachers' Responses to Type of Speaking Tasks

Type of speaking task	N	Values		Frequency	Percent	Likert Scale	
						sum	Mean (X)
Listing	4	Most of the time	1	1	25%	7	1.75
		Sometimes	2	3	75%		
Ordering and sorting	4	Most of the time	1	1	25%	7	1.75
		Sometimes	2	2	50%		
		Rarely	3	1	25%		
Comparing	4	Most of the time	1	1	25%	7	1.75
		Sometimes	2	3	75%		
Problem Solving	4	Sometimes	2	2	50%	10	2.50
		Rarely	3	2	50%		
Sharing personal experiences	4	Most of the time	1	2	50%	6	1.50
		Sometimes	2	2	50%		

Grand Mean=1.85

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

Moreover, with respect to the frequency of happening of the speaking tasks, Table 11 above and both the interviews with students (Appendix G) and also with teachers (Appendix H) indicated that the tasks had been used 'sometimes'. For example, the table indicated that in most of the task types 'some times' is with highest frequency values.

Furthermore, the result of the responses to interviews showed that some times speaking tasks were used in course of developing the oral communicative skills of learners. Both parts of the interveners (students and teachers) said that most of the time the tasks given in the student's textbook were passed for different cases. Some of these cases were the ambition of teachers to cover the grade level with in the academic year, the great difficulty and complexity level of the tasks, the unclarity of the tasks' instructions, and etc.

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

As stated in chapter three, the content of the teachers' questionnaire was the same as that that of the students'. This was made for that the teachers' responses were intended to be used as a supplementary data to that of the students. Thus, all the topics discussed under the analysis of students' questionnaire will be seen under the teachers' too.

Table12: Summary of Teachers' Responses to Students' Tasked Speaking Classroom Role Awareness

Item No.	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Respondents'		Likert Scale	
	f	percent	f	percent	f	percent	f	percent	f	Percent	Sum	Percent	Sum	Mean (X)
1	0	0%	2	50%	0	0%	2	50%	0	0%	4	100%	12	3.00
2	1	25%	0	0%	1	25%	2	50%	0	0%	4	100%	12	3.25
3	3	75%	1	25%			0	0%	0	0%	0	0%	17	4.25
4	2	50%	2	50%	0	0%	0	0%	0	0%	4	100%	14	3.50
5	0	0%	1	25	0	0%	3	75%	0	0%	4	100%	13	3.50

Grand Mean=3.5

4.2.2.1 Students' Engagement in Task Completion Activities

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

Item 1 .Student knows that they should engage in doing tasks with their groups and usually they do it.

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

As to the result of item 1 in Table 14 above 2 (50%) of the teacher-respondents disagreed and the others 2 (50%) agreed to the motion that says the students know and play their role of being engaged in speaking tasks. For item 2 all the teachers agreed that the students know their role of participants of the speaking learning process in tasked speaking classroom.

Accordingly, regarding the students role awareness in the case of task engagement, it seems that the students and the teachers' responses reveled that the learners know that be participant of task should be one of their roles.

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

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

Item 2. Many of my students believe that making errors in language learning is part of the learning process.

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

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

As to table 12 item No.2, contrary to the students responses to the same idea, majority of the teachers 2(50%) disagreed, 1(25%) agreed and 1(25%) remain neutral to, "Many of my students believe that making errors in language learning is part of the learning process." Relatively more teachers disagreed to the suggestion. They believe that the learners did not know such roles theirs. On the other hand, as to item 3, all the teachers 4(100%) agreed that most of their students usually ask them to teach grammar rather than working with communicative tasks to teach speaking skills. This implied that, according to the responses from the teachers, the students want the teacher to play traditional roles for them. The grand mean for the responses (3.5) deviated to neutral and indicated that the teachers were not sure for the students awareness of their roles in the class mentioned.

Table13: Teachers' Responses to their attitude to teaching Grammar explicitly

Item No.	YES		NO		Respondents'		Binary Scale	
	f	percent	f	percent	Sum	Percent	Sum	Mean (X)
20	3	75%	1	25%	4	100%	5	1.25

Responses for item No. 20 in Table 11 showed that the majority 3(75%) of teachers themselves said that they themselves teach the pattern of the spoken language item explicitly in their classrooms.

In a nut shell, the sum total of teachers responded positively to the items under this topic still comprised the greatest percentage (66.6%) of the sample teachers. In consequence, it can be said that the teachers also agreed in that their students had awareness on task based /student-centered speaking classroom roles from the view they give less attention to the pattern or grammatical aspect of the oral communication activities and from the view that the result discussed showed the students' trial to correct own errors.

4.2.2.3 Classroom Organization

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

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

The responses from teachers' questionnaire (Table 12, item 5) showed that almost all 3 (75%) teacher respondents disagreed that the suggestion stated on the item. They disagreed that their students like to be grouped or paired during speaking activities. That implied the students did not know the role the role they had to play. This motion of the teachers' response result differed from the students' response on the similar issue.

To sum up the result of the teachers' responses to questionnaire for students' role awareness of their task based speaking class roles, the average percentage of positive responses (strongly agree, agree and YES) added up to 46.87% . On the other hand the average percentage of negative responses (disagree, strongly disagree and NO) was 50% and that the neutral was 3.13%. Thus, contrary to that of the students', the teachers' responses implied that the students did not know their speaking classroom roles. However, the class observation (See Appendix F)

result and the interview with students (See Appendix G) showed that the students had awareness on their tasked speaking casseroles.

4.2.3 Teachers' Responses to Students' Tasked Speaking Classroom

Role Implementation

The responses to students' questionnaire revealed that most of the students were not implementing their student-centered speaking classroom roles. This might have been because of the problems discussed in the problems obstructing learners' speaking role. Items 12 to 17 of the teachers' questionnaire were proposed by the researcher to get information from the teachers on the topic of discussion. As can be observed from the questionnaire's instruction IV (Appendix B), for some of the item numbers, open ended questions were designed for further data. Table 14 below designates the summary of the responses the items.

Table14: *Summary of Teachers' Responses to Students' Tasked Speaking Classroom Role practice*

Item No.	YES		NO		Respondents'		Binary Scale	
	1		2		Sum	Percent	Sum	Mean (X)
	f	percent	f	percent				
12	0	0%	4	100%	4	100%	8	2.00
13	0	0%	4	100%	4	100%	8	2.00
14	3	75%	1	25%	4	100%	5	1.25
15	0	0%	4	100%	4	100%	8	2.00
16	3	75%	1	25%	4	100%	5	1.25
17	0	0%	4	100%		100%	8	2.00

Grand Mean=1.75

4.2.3.1 Students' Engagement in Task Completion

Item12. Do the students voluntarily perform their responsibilities to be a secretary, a group leader, summarizer, or presenter in groups?

Item15. Do the students actively participate in group/pair speaking activities you give them?

As indicated to their responses to item 12 in Table 16, no teacher responded positive response to the teachers the idea stated under the item number. All the 4 (100%) teachers agreed on that

their learners did not voluntarily perform their roles in the group like: group secretary, group leader, summarizer, or presenter/reporter. Surprisingly, the same result appeared for the response to item 15; all the respondent-teachers responded 'NO' to the idea. It seems that they strengthen their responses to item 12 as the students did not play their roles as group responsibility roles or as group participatory roles. Of course, the students also gave the same response to the same question given in their questionnaire.

Therefore, the response of the teachers and the students for their respective questionnaire items indicated that the students did not seem to be engaged in task based speaking classroom. Moreover, the class observation result showed that most of the students were not engage in the speaking tasks given to them by their teachers (See Appendix F). Particularly, in Lesson Transcript1 given under the appendix, the teacher was trying his best to engage the students in the task yet they refrain to be involved in the completion of the task. So, it could be summarized as the learners know that to be involved in the task so as they could develop their spoken ability but they did not play this role.

4.2.3.2 Grammar Learning and Students' Self Error Correction

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

Item13. Do the students usually try to correct their errors by themselves after completing their group/pair activity and before you give them feedback?

Item14. Do students give more conscious to grammar/structure while doing speaking activities in group or pair?

Item16. Do you give your students more of the time to speak in English in the course of completing the activities? If "NO", Why?* (Write on next page)

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

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

4.2.3.3 Students, Interaction with Each other

Item17. Do students interact/cooperate with each other during group discussion, role play, story telling, and etc. activities? If 'NO', what do you think the reason might be? *

(Write on next page)

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

The teachers reasoned out that the students fear of oral mistakes, consider themselves as they can not speak English bat all and that some students are naturally introverts. Some others like to act together with others but most become silent and feel lonely in speaking in English and no interaction at all.

In general, the responses to students' role practice indicated that the students were not performing the roles they were assumed. This was implied from the great percentage of the positive response to the questionnaire items offered for this purpose. 91.6% average percent of the responses revealed that the students were not practicing the role assumed in the grade 11 English textbook. Only 10.09% of the average percent responses indicated that the students were playing their assumed tasked speaking classroom roles. Moreover, the grand mean for the responses (1.75) inclined to 'NO' and showed that the students were not practicing the roles they said, 'we know.'

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

Responses to items 6-11 and 19-22 on the teachers' questionnaire was summarized in table 15. The purpose of the items was to review factors that might slowed down the students' role practice in speaking classroom.

Table15: Summary of Teachers' Responses to Factors Obstructing Students' Tasked Speaking Classroom Role Implementation (6-11; 19-22*)

Item No.	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Respondents'		Likert Scale	
	1		2		3		4		5		Sum	Percent	Sum	Mean (X)
	f	percent	f	percent	f	percent	f	percent	f	Percent				
6	0	0%	2	50%	1	25 %	1	25%	0	0%	4	100%	11	2.75
7	2	50%	2	50%	0	0%	0	0%	0	0%	4	100%	6	1.50
8	0	0%	1	25%	3	75%	0	0%	0	0%	4	100%	11	2.75
9	0	0%	1	25%	1	25%	2	50%	0	0%	4	100%	13	3.25
10	0	0%	0	0%	1	25%	3	75%	0	0%	4	100%	15	3.75
11	0	0%	1	25%	0	0%	3	75%	0	0%	4	100%	14	3.50

Grand Mean= 2.29

4.2.4.1 Interpersonal and Anxiety Factors

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

Responses to item 7 showed that 50% of the teacher strongly agreed and the rest 50% agreed that most learners feel worry to speak in English with the presence of the teacher while no teacher disagreed to the item. As in the case of the learners' questionnaire, this indicated that the learners were anxious to talk in front of the teachers and others.

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

Consuming Aspect

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

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

Results from these two items 6 in Table 15 may lead any observer to say the attitude learners had towards what they from the teacher tackled their role implementation in oral communicative classes. The teachers' responses to item 6 realized this idea. Half the teachers 2(50%) agreed to this reality where as 25% responded 'Neither agree nor disagree' and 25% disagreed the matter.

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

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

4.2.4.3 Tasks and its Motivational Agent and Others Related Factors

Item9. Students complain that tasks/activities are what they do not expect on exams.

Item10. Most of the speaking tasks in student's text book are unfamiliar and complex; as a result students do not like doing them.

Item11. I do not use authentic/real materials for most of the speaking tasks as it is difficult for me to get them easily.

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

Items number 9, 10, and 10 here under the teachers' questionnaire also appeared to see the same issue from the teachers' point of view. Therefore, 50% of the teachers (the majority of teachers) responded to item 9, in Table 15 above as that the students had no complaint on tasks demotivational/wash back effect. Similarly, most of the teachers (75%) disagreed to the idea on item 10. They implied that the tasks in the new Grade 11 Textbook had no difficulty or complexity problems.

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

Generally, the result of both the students' and the teachers' questionnaires seem to have answered the major objective and minor objectives of the study. Both results indicated that grade 11 students are aware of their task based/student-centered classroom roles as implied by their new Grade 11 English Textbook and also by Task Based Language Teaching Approach (TBLTA).

The questionnaire results also indicated that the students were not practicing their task based/student-centered classroom roles they said they have aware of. More over the questionnaires results of both subjects answered the other minor objective of the study. That is problems obstructing the practice of the students' speaking class role. Accordingly, interpersonal and negative anxiety, students' negative attitude towards speaking tasks, tasks wash back effect/demotivational effect and the nature of the speaking tasks were identified as the main factors that negatively affect the students' speaking class role implementation. The grand mean (2.29) inclined to the teachers' agreement and indicated that the students did not play their speaking classroom roles because of the factors stated in each items under this sub-topic.

4.3. RESULTS OF CLASS ROOM OBSERVATION

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

4.3.1. Types of speaking Tasks

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

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

The topic for the second lesson was "A One minute Talk; The students were asked to discuss the type of illness they of a person they know experienced in the past and presented one to the whole class .The teacher clearly clarity what the have to do at each level of the task completion .For example, he gave them points to be included in the discussion and presentation .In the third class topic for discussion was given to the students by the teacher. The topic was about, ' The United Nations.' The teacher wrote five question related to the topic on the board .They started to discuss where most were talking local languages and others simply sitting with no participation .In all the groups formed it can be said that there were only one student who speak ,write and present. In general I observed that all the topics and typed of tasks were interesting, the teachers played their respective roles and there were no complexity or difficulty with the types of task .However, the student in most case 1 were not planning the role expected of them.

4.3.2. Learners Roles /Activities

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

4.3.3. Factors Negatively Affect the Learners' Roles

Factors were observed was there were, for some of the teachers' improper role practice .They use traditional teachers' role practice. They did not organized learners in to groups or pairs (see lesson in to group 1). As a result, they class was looking a meeting hall, where the students' ears were to the teachers only and no talk at all.

In almost all be said that there was no teachers' guiding roles. In lesson one for example there was no clear direction on what they had to do when and how to do. As a result, students were asking themselves on what they were asked to do and most were confused on their roles. Two of the lesson lacks teachers' feed back and leading students to self error correction. Next to teachers 'roles as hindering factor to students' role practice in their speaking class, the nature of speaking tasks was observed as it might not have been an obstructing factor to students' role practice. As to my observation, the speaking tasks were simple to understand.

Most of the factors obstructing the students' speaking class roles observed were from the class room interpersonal relation ship, from the students' personal beliefs to wards the speaking task 'importance for their exams and personality factors like shyness and fear to making grammatical mistakes .Moreover, for some classes the teachers' reluctant role were the major factors observed as obstacle to the learners' role practice. The teachers were palling traditional (teacher-fronted) roles. As a result the students were playing passive roles and not participating in group speaking activities.

4.4. RESULTS OF INTERVIEWS

The aim of the interviews was to get supportive data for the results obtained through questionnaires and class observation .The interviews were made both with interviewer used video to record the interviewers' responses. Of course, in the recordings with some of the teachers, the pictures do not be seen fully, because the teachers were not volunteer to be visualized. After the interviews were made, the record was transcribed and analysis was made from the transcription. Transcript of the interview with the students is attached to this paper as Appendix G and that with the teachers is as appendix H for references.

4.4.1 Results of Interview with Students

The questions prepared for both subjects were the other side of the questionnaires and the observation checklist. The starting point for the interview with the students was the questions on Appendix G. The interview was conducted in two parts ,that was made according to the two schools under the study .some of the students gave their responses in Amharic and same others in A fan Oromo ,most of them responded in English .However .the question was in English for all . A total of nine students were intervenered by the interviewer.

Most students answered Yes, Sometimes 'for question number 1. They said that most of the speaking tasks given in grade 11 text books are not given to them by their teacher. They gave similar responses for this. They said that the teacher passes most of the speaking tasks for that the teacher and they want to finish the grade portion with in the academic year. More over, some of them said they want the speaking tasks passed by their teachers thinking that it would not be the part that might not appear in their exams.

All students responded 'Yes' to the second question. They said that if they practiced speaking skills with the speaking activities given to them in their text book, they would improve their oral communication skills. The positive responses to this question imply that the students have awareness on the importance of task based approach to improve their oral communication skills.

The third question was asked to get information on whether students of grade 11 might have used grouped or paired in their speaking classes. I can say that almost all the students said 'Yes' to the question. They elicited that they were grouped or paired whenever speaking activities were given to them. But some of the students complain that the frequency of the grouping decreased from grade 9 through grade 11 onwards.

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

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

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

might be because of that the teacher might not have played their respective roles in the speaking classroom. Most of the students responded, "Yes, our teacher encourage us to complete the speaking activities by ourselves; he did not try to complete by himself." Though the number was few, still there were students who complained that most of the time of the speaking lesson's had been covered by the teachers' talk. Moreover, as the responses for question seven, elicited that the teachers had played their guiding roles during the task based speaking classes.

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

The last interview question, "What do you suggest on the students' speaking class role implementation?" The students' responses include: so that they could improve their speaking ability, the students should give attention to the speaking activities; they should speak in English with out any fear students should practice speaking English not only in the classroom but also out of the classroom with each other and with other people.

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

4.4.2. Results of Interview with Teacher

Appendix H gives lists of questions to the teachers and their responses to the questions that were transcribed from the video recorded during the interview. The aim of the interview was to get supplementary data for the information obtained through the questionnaires and the class observations. The contents of all the questions for the interview were the same to that of the students' interview. Like that of the students', the interview was videoed and transcribed.

Questions number 1 and 2 were designed to get data on whether the teachers use appropriate speaking tasks regularly in the speaking classes and whether they may think that the tasks given in the new grade 11 textbook develop the students' oral communicative competence or not. To this end, all the teachers said that they believe that the tasks develop the students' speaking skills. However, they complained that the large volume of the textbook and its late arrival to the schools were some times the causes for no offering all the speaking tasks to the students. They claimed that they had to complete the contents of the text within the academic year. Thus, they had passed some speaking tasks.

"Do you encourage your students to work on the tasks in groups and/or pairs to complete the speaking tasks?" was the third question for the teachers. As can be seen in appendix H, most of the teachers answered 'Yes' to the question. However, some of them mentioned that sometimes the large class-size the fixed type of the seats was in their classes did not allow them to organize the students properly.

From these responses from the teachers, the researcher concluded that the teachers' role practice could not be a factor that negatively affects the students speaking classroom role exercising. This was because the teachers an appropriate speaking tasks and

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

Question number five was asked to elicit information on the reasons why the students were reluctant to play their task based speaking classroom roles. The responses to the question were different. As to the teachers, most students did not play their assumed roles in the classes of the following reasons: most students think that the grammar part of their textbook is important for them and regularly became reluctant for their roles with speaking tasks. Secondly, the task based approach was not the teaching method the students came up with in their elementary schools and this intern made most of the students to be confused when they were in such speaking classes. The third reason the teachers responded as a problem for the students to be

passive for their respective classes was shyness. Moreover, one of the teachers mentioned that most students had shortage of words to talk and play their assumed speaking classroom roles.

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

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

In general, the results of the both interviews, with students and the teachers, clearly strengthen the results elicited through the questionnaires and the class observation. Grade 11 students seem to know their contemporary speaking class roles, yet because of different factors, they did not exercise these roles in the classroom. The students' personality like shyness and the fear they had on making grammatical errors while completing group activities were factors hindering the students' role practice in the classroom.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. CONCLUSION

The low level of secondary school students' English language speaking skills can be attributed to low competence in any other subjects in the grade levels. This is because in Ethiopian secondary schools English has been used both as a subject and also as medium of instruction. There might be different factors for the low competence of the students' speaking skills which have been and have not been investigated yet.

With this respect, many researchers and other professionals in the field have made various researches with the aim to find solutions for the problems. Not only conducting researches but also high school syllabuses have been changed several times but still the problem is not solved. One of these syllabus changes, which have been made in 2011/2003 Eth.c, has such purpose among others as to improve the students' oral communication skill.

One of the main factors that meet the students' low speaking competence is concerned with the students' role awareness in the task based speaking classroom and problems in the implementation of these roles. With this respect, the main objective of this study was to investigate whether or not secondary school students are aware of their roles implied by the new grade 11 English text book and in task based language teaching approach. Parallel with the investigation of students' role awareness, this study investigated problems obstructing the learners' speaking class roles implementation. To this end, grade 11 students and teachers of two secondary schools in Oromia Special Zone Surrounding Finfine were selected for the process of the study.

There can be many types of roles in the task-based speaking classes for the students. For example, group participation roles like: group leader role, secretary role, presenter role and time keeper role.

It might be difficult to set off the students' role from that of the teachers in tasked speaking classes. In this study, the teacher's role had been considered as factor which its improper implementation can negatively affect that of the students' because the students' role is the

indirect manifestation of the teacher's. Thus, the teachers' role was seen from two general perspectives: setting appropriate speaking task and organizing the students appropriately.

The change of grade 11 text book from time to time has inclined to change in to communicative language teaching approach, which in its turn calls for the change of student's roles from passive participant to active participants in the task based language learning process. This study has tried to investigate whether or not the students know their roles in communicative task based speaking classes. The study also has tried to investigate where or not the students exercise the roles in the classroom. Moreover the study has attempted to investigate factors obstructing the students' roles in the speaking class.

The data collecting instruments questionnaires observation check list and interview questions were administered to grade 11 students and teachers of Holeta and Burayu secondary schools. The entire instruments were used to investigate:

1. Whether secondary school students are aware of their task based/student-centered speaking class roles;
2. Whether the students exercise their task-based/student- centered speaking classroom roles ;
3. Factors that negative affect the students' task-based/student-centered classroom role practice.

To this end, the major findings that are rooted on the responses from all the three data collecting instrument for both subjects were almost the same. The summary of the responses result in:

- a. Secondary school students know their speaking class roles. The grand mean (1.79) for the students' questionnaire on this sub-topic for example, deviated to agreement towards the task based speaking class behaviors. Of course, the teachers remain neutral to agree on the idea that states "Students know their task-based speaking class room roles" because their responses to the idea resulted in grand mean of 3.5. However, the other data revealed that the students had awareness on the roles motioned.
- b. The students did not exercise their tasked speaking classroom roles. As an evidence for this argument, the grand mean of the students' questionnaire and the teachers'

questionnaire were 1.69 and 1.75 respectively. Both values inclined towards the value of 'NO' from students' expected task-based speaking class behaviors.

- c. The two subjects categories indicated that students' speaking classroom role practice was negatively affected by the fear the students have to commit oral mistakes in front of their teachers, students understanding of the role of teachers in the class-expecting everything explained to them by their teacher, students understanding of tasks as time consuming, students understanding of tasks as time consuming and students beliefs on that there is a gap between the expected exam items and the actual classroom speaking tasks (negative wash back effects of the speaking tasks).

5.2. RECOMMENDATIONS

So far, many efforts have been made to change the students' English oral communicative capacity. One of the efforts was the 2011/2003 Eth.c. Secondary school English language syllabus change. Despite the efforts made, most of grade 11 students still have difficulty in expressing themselves orally. Moreover, they did not practice their task-based speaking class roles implied by the new text book when they learn speaking skills. Hence, based on the results of this study, the following recommendations are forwarded to fill the present gap in the students' role exercise and in overcoming the problems that obstruct the practice of these roles.

1. Teachers should provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge so that the students get more chances to practice their speaking classroom roles.
2. Syllabus change or syllabus revision should include the students and the teachers in a wide range with in the country. Other wise, training should be given for students and teacher on the changed or revised syllabuses because enhances the students' understanding significance of tasks for improving their speaking skills. The understanding can motivate the students to play their speaking classroom roles.
3. Changed or revised materials should be distributed at the beginning of the academic years, so the all the speaking and other tasks could be complete within the academic

year. Concerned bodies should follow up the process of the materials distribution because such measures help the teachers to give all the speaking tasks given in the text book to the students to practice their respective speaking classroom roles.

4. National exam center should prepare spoken English exam items in audios forms rather than using written forms in order to motivate students to play their respective roles in speaking classes.
5. School mini-medias and English departments should create opportunities in which the students can extend their classroom oral practices.
6. It might be a demanding research area to investigate what school factors can affect students speaking class roles.

BIBLIOGRAPHY

- Alamirew, G. 1992. *The Applicability of Group Work in Learning English*. Unpublished M.A Thesis, Addis Ababa University. Addis Ababa University (Unpublished).
- Bhattacharjee, A. 2012. *Social Science Research: Principles, Methods, and Practice* :(Second Edition). Published under the Creative Commons Attribution. Tampa, Florida, USA
- Brown, H. D. 2007. *Principles of Language Learning and Teaching: (5th ed.)*. San Francisco: Pearson Education, Inc.
- Careless, D. 2002. *Implementing task-based learning with young learners*. *ELT Journal Volume* 56/4, 389-396.
- Careless, D. 2003. *Factors in the implementation of task-based teaching in primary schools*. *System* 31, 485–500.
- Careless, D. 2004. *Issues in teachers' reinterpretation of a task-based innovation in Primary Schools*. *TESOL Quarterly* Vol. 38/4, 693-662.
- Chaney, A.L., and T.L. Burk. 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn&Bacon: The Internet TESL Journal, Vol. XII, No. 11, November 2006
<http://iteslj.org/>
- Ellis, R. 2003. *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.
- Enamel, M. H. 2011. *Promoting EFL Speaking Activities in the Class*
:ahttp://www.eltworld.net/times/
- Federal Democratic Republic of Ethiopia, Ministry of Education. 2003(Eth.C)/2011. *English for Ethiopia: Student Textbook, Grade 11*. Edinburgh: Pearson Education Limited.
- Federal Democratic Republic of Ethiopia, Ministry of Education. 2003(Eth.C)/2011. *English for Ethiopia: Teacher Guide, Grade 11*. Edinburgh: Pearson Education Limited.

- Getachew, B. 1997. *Exploration of Grade 11 Students'/Teachers' Awareness of Their English Language Class room Roles*. Unpublished M.A Thesis, Addis Ababa University. Addis Ababa University (Unpublished).
- Hoque, M. E. 2011. *Promoting Speaking Activities in the Class Teacher Roles*:
/ahttp://www.eltworld.net/times//
- Jenenw, B. 2006. *A survey of Teachers' of and Students' Role implementation in EFL Speaking Classes room: A case Study of Grade 10 Students*. Unpublished M.A Thesis, Addis Ababa University. Addis Ababa University (Unpublished).
- Larsen-Freeman, D. 2010. *Techniques and Principles of Language Teaching: (2nd edition)*. New York: Oxford University Press.
- Leaver, B. L and Willis, J. R. (Eds.) 2004. *Task-based Instruction in Foreign Language Education: Practices and Programs*. Washington, D. C: Georgetown University Press.
- Littlejohn, W.1981. *Communicative Language Teaching*. Oxford: Oxford University Press.
- Littlewood, W. 1981. *Communicative language teaching*. Cambridge: Cambridge University Press.
- Markee ,N. 1997.*Managing Curricular Innovation*. Cambridge: Cambridge University Press.
- Nunan, D. 1989. *Designing Tasks for Communicative Classroom*. Cambridge Cambridge University Press.
- Nunan, D. 1999. *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publisher.
- Nunan, D. (Ed.), (2003). *Practical English language teaching*. Beijing: Higher Education Press.
- Nunan, D. and Lamb. 1986. *Self-directed Teacher*. Cambridge. Cambridge University Press.
- Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford: Oxford University Press.
- Rahaman, M. *Teaching Oral Communication Skills: A Task-based Approach*. ESP World, Issue 1 (27), Volume 9, 2010, <http://www.esp-world.info>

- Richards, J. and Rodgers, T. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. and Rodgers, T. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Singh, Y.K. 2006. *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International (P) Ltd., Publishers
- Tadesse, B. 2002. *An Investigation of Teachers' and Learners' Role Awareness As Reflected In Grade 9 English Classrooms*. M.A. Thesis, Addis Ababa: Addis Ababa University
- Tagesse, D. 2008. *The Practicability of Task-Based EFL Instruction in Higher Institutes*. Unpublished M.A Thesis, Addis Ababa University. Addis Ababa University (Unpublished).
- Tudor, I. 1992. *Learner-Centeredness in Language Teaching: Finding the Wright Balance: System*. Cambridge: Cambridge University Press.
- Widdowson, H. G. 1987. *The Roles of Teacher and Learner*. Oxford University Press: *ELT Journal Volume 41/2 April: 1987*.
- Wright, T. 1987. *Roles of Teachers and Learners*. Oxford University Press.

APPENDICES

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT ENGLISH
GRADUATE STUDIES PROGRAM
Questionnaire for Students

Dear student,

I am conducting a study on the roles of learners in task-based oral communicative/speaking skill classroom. The purpose of this questionnaire is to collect data for this study. You are kindly requested to read each items carefully and provide your genuine responses for each item. Since your responses will be used for this purpose only and treated with firm confidence, feel open to answer all items honestly. Remember that the worth of the result of this study is highly linked with the attention you give to each items of questionnaire.

Thank you!

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

Personal Information

Instructions I – Put a tick (✓) on the space to indicate your sex and age

• **Sex:** Male Female

• **Age:** 14 15 16 17 18 19 20 Above 20

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

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

No.	Type of task	Most of the time	Sometimes	Rarely	Never
1	Listing (objects, ideas, etc)				
2	Ordering and sorting (like: sequencing, ranking, categorizing or classifying something)				
3	Comparing (like: matching, finding similarities or differences between things)				
4	Problem solving (like: puzzles)				
5	Sharing personal experiences (explain opinions)				

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

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

No.	Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	I believe that I should engage in doing tasks with my group.					
2	I learn speaking more by engaging myself in classroom task-based activities.					
3	I believe that making errors in language learning is part of the learning process.					
4	I believe that I can learn grammar by engaging myself in communicative activities.					
5	I accept as true that not only the teacher but also I can contribute to my language skill development.					
6	I develop my speaking skills more when group/pair activities are given to us than when I simply listen to my teachers' explanations.					
7	I believe that speaking is most learned from the source of knowledge; that is the teacher.					
8	I feel worry to report to the class because my teacher do not like to hear student's miss pronunciation of words					
9	I think that speaking tasks are time consuming.					
10	I do not like doing tasks/activities because they are what I do not expect on exams.					
11	I do not like the speaking tasks we are given by our teacher because usually they are unfamiliar and complex.					
12	I believe that most of the tasks we are given to practise speaking are boring to be engaged in because they are not accompanied by authentic/real materials.					

Instructions IV-The following questions are about your classroom practice during you learning speaking. Read each and Put a tick (\checkmark) under either '**YES**' or '**NO**' to show you're your classroom experience.

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

APPENDIX B
QUESTIONNAIRE FOR TEACHERS
ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT ENGLISH
GRADUATE STUDIES PROGRAM

Questionnaire for Teachers

Dear Teacher,

I am conducting a study on the roles of learners in task-based oral communicative/speaking skill classroom. The purpose of this questionnaire is to collect data for this study. You are kindly requested to read each items carefully and provide your genuine responses for each item. Since your responses will be used for this purpose only and treated with firm confidence, feel open to answer all items honestly. Remember that the worth of the result of this study is highly linked with the attention you give to each items of questionnaire.

Thank you!

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

Personal Information

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

a) **Sex:** Male Female

b) **Educational Back Ground:** Diploma BA MA

c) **Teaching Experience (in years):** _____

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

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

No.	Type of task	Most of the time	Sometimes	Rarely	Never
1	Listing (objects, ideas, etc)				
2	Ordering and sorting (like: sequencing, ranking, categorizing or classifying something)				
3	Comparing (like: matching, finding similarities or differences between things)				
4	Problem solving (like: puzzles)				
5	Sharing personal experiences (explain opinions)				

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

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

No.	Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	Students know that they should engage in doing tasks with their groups and usually they do it.					
2	Many of my students believe that making errors in language learning is part of the learning process.					
3	Most of my students ask me to teach them speaking by giving them communicative activities rather than grammar items.					
4	Many students in my class accept as true that not only the teacher but also they can contribute to their language skill development.					
5	My students mostly like to be grouped/paired during speaking activities rather than simply listening to my explanations.					
6	Students argue that speaking is most learned from the source of knowledge; that is the teacher.					
7	Most students feel worry to speak in English, particularly with my presence, because of their miss pronunciation.					
8	Many students complain that speaking tasks are time consuming.					
9	Students complain that tasks/activities are what they do not expect on exams.					
10	Most of the speaking tasks in students text book are unfamiliar and complex; as a result students do not like doing them.					
11	I do not use authentic/real materials for most of the speaking tasks as it is difficult for me to get them easily.					

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

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

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

Item

16*.

—

Item

17*.

.

Item

18*.

.

Item

19*.

—

APPENDIX C
QUESTIONNAIRE FOR TEACHERS
ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT ENGLISH
GRADUATE STUDIES PROGRAM

INTERVIEW QUESTIONS WITH STUDENTS

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

APPENDIX D
QUESTIONNAIRE FOR TEACHERS
ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT ENGLISH
GRADUATE STUDIES PROGRAM

INTERVIEW QUESTIONS WITH TEACHERS

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

APPENDIX E
OBSERVATION CHECKLIST
ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT ENGLISH
GRADUATE STUDIES PROGRAM

OBSERVATION CHECKLIST

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

1. The type of speaking tasks

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

2. The type of Learners' role/ activity

- Are they playing active?
- Are passive role?

3. Factors negatively affect learners' role

➤ **Teachers' role**

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

➤ **Nature of the task**

- Is the task complex and not understood easily?

➤ **The students**

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

APPENDIX F (1)

SAMPLE LESSON TRANSCRIP (1) (video available)

T₁: Today we will discuss on 'Myth'; Myth about HIV/AIDS. Do you know 'Myth'?

Ss: (Quiet)

T₁: Myth is an idea that many people believe but not true on page 103 there are 7 statements or Myths about HIV/AIDS. Read the myths and give your opinion. From whom shall I start?

Ss: (complete silence)

T₁: Desta; ok! Have you prepared?

S₁: Let me try.

T₁: Come to the front; the other members will sit there and listen. If you have additional idea/opinion you can give him.

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

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

T₁: Ok!

S: Thank you

T₁: Let me ask you a question from the statements myth on that page "Most young people today are be levied to have sex outside marry age and it is unrealistic to expect them to stop." This is a type of myth. Do you think this is true? Or right? If you think this is right, why? If it is not, why? Your opinion

Ss :(Quite)

T₁: Am I not clear?

Ss: (Quiet)

T₁: Let's say, (the teacher repeated the statement) How do you think this. No idea. How do you think this? Another myth, It is a common belief that if you take a bath or shower after having sex, you will reduce the risk of HIV infection. Do you believe that you will be safe having a both or shower after having sex?

Ss :(Complete silence)

T₁: (Went to a student and said, "Do you believe?"

S: Again

T₁ :(Repeated the statement)

S: I don't believe

T₁: Am... Because, when wash again and again we are not to save our salve from HIV/AIDS.

T₁: Yah: (and T₁ pointing to another student) How do you see? Do you think we save ourselves with taking shower?

S :(Quiet)

T₁ :(Smiled, went to another student), yes?

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

T₁: Yes, (reported the student's response) It is the body that washed not the virus from the blood stream. hum.....Another myth,' 'it is said that everyone who is HIV positive gets ADIS,' meaning being a career of the virus, would necessary results in what? Being ADIS patient, do you believe that? How many of you say 'yes'? No one?

Ss :(Quiet)

T₁: Let me give you another myth, "it is communing believed that a pregnant woman who is HIV positive will pass the virus on to her unborn child."

S: During breast feeding.

T₁: During breast feeding," she said. Am I not clear? Am I not clear? She is pregnant ok? The infant is in her umb , do you think she will pars the virus to the unborn child?

Ss: No

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

T₁: So, it is after birth you mean

S: Yes

T₁: In what way?

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

T₁: It is during delivery you mean

S: Yes

T₁: Ok! Thank you very much let me tell you a gain another myth, "The HIV/ALDS situation in Africa is commonly believed to be hopeless and out of control. Do you think this myth or saying is true?

S: It is false.

T₁: What about the others? We are hearing only from two three students. What about the others? (Pointing to a student), is it not?

Ss :(Laugh)

T₁: we are talking about Africa in comparison to the other continents .So; do you think it is true?

Ss: False

T₁: Why false? Or how it could be false?

S: It can be controlled.

T₁: What is your reason for saying false?

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

T1: It is ages ago that HIV/AIDS to exists in Africa. Of course, the number comp aired to the others continent of in developing country is highly great and.....What do you say about AIDS in general?

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

T1: Good

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

T1: Yes, good.

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

T1: For example

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

T1: Very nice, ok!

S: HIV/AIDS has four stages

T1: What are they?

S: Um.....Oracles, thoraces and I for got the others

T1: Good In general AIDS Transmits in different ways but can be controlled. Thank you very much.

APPENDIX F (2)

SAMPLE LESSON TRANSCRIP (2) (*video available*)

T2: Good Afternoon class.

Ss: Good Afternoon teacher

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

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

Ss: (Started to talk in their groups)

T2: By the way what is illness?

S: Sickness, pain or discomfort.

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

Ss: (Continued discussion; with most of the discussion was in local languages; Afan Oromo and Amharic, high encouragement from the teacher, most of the group member write on Pieces of peppers; most of the groups are dominated only by a students talk).

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

S: (Raised hand)

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

S: Thank you teacher.

T2: You're welcome.

S: (Started to present with fear)

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

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

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

T2: Thank you very much. Any other?

S: (Raised hand)

T2: Yes, thank you, Motuma, ok!

S: Thank you teacher.

T2: You're welcome.

Motuma: I'm going to talk the illness I experienced.

T2: From the Symptom.

S: Ok. As the doctor told me, my illness was typhoid and typhus .It happened when I learn at elementary school in grade 7, when I was 12 years old. It began at the morning of that day. An.....and when I went to the school the disease started to show symptoms such as loose of appetite, sweetening ,tiredness and other symptoms After that time, my illness be came serious and friends tell to one of my teacher that I was sick and my teacher gave me permission to go name. On that day my parents gave me traditional medicine such as 'damakasie' and 'tenadam'. After that my family took me to a doctor and the doctor gave me..... medicine and I become better after 3 days and I haven't faced such a disease since then

T2: Thank you very much.

Ss: (Clapping)

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

Motuma: First of all, thank very much.

T2: You're welcome.

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

T2: Ok.

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

T2: Thank you very much

Ss: (Clapping)

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

S: Thank you for giving me the chance

T2: Well.....

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

The illness happened before two days but it became very serious after that. He told me that he was even sick before that .He went to see a doctor, and the doctor offered him medicine and recovered. Now, he is better but I don't know whet her he will be affected with the disease in the future or not.

Ss: (clapping and laughter)

T2: Don't afraid of the future be cause you have to think good things for his future. Thank you very much. Another Person. I need from the girls.

S: (raised hand)

T2: Yes, thank you very much, Janka.

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

Janka: I'm going to talk about my illness when I was caught by a disease called typhoid, when I was in grade 10, that means in 2003, Hmm.....When I was caught by this disease, my body became sweating and shivering. I can not stand as well as I can not seat. Then, my family took me to hospital and then the doctor identified that it was typhoid and then he told us that the disease is transmits by drinking impure water and he advised me not repeat to drink polluted water again.

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

T2: Thank you very much.

Ss: (Clapping)

T2...So, drinking polluted water causes what?

Ss :(Typhoid)

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

Ss: Pure water

T2: Yes, pure water. So don't do that. Another person to present.

S: (raised hand)

T2: Yes. Ok, Debeli .

Debeli: I'm going to talk about my illness that develops with malaria and happened last year and caught me from anopheles mosquito. And the sing of the dieses are so much; lose of appetite, tiredness, shivering ...During that time, I was going to hospital with my parent. After that, the doctor advised me, "When you go back to your home clean your environment in order to avoid malaria."

T2: Thank you very much.

Ss :(Clapping)

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

Ss: Plasmodium.

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

APPENDIX F (3)

SAMPLE LESSON TRANSCRIP (3) (*video available*)

T3: Good Morning students.

Ss: Good Morning Teacher.

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

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

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

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

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

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

SS: Yes.

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

Ss: The headquarter of the UN is in Washington DC, The cause for the establishment was to mention peace and international security to develop friendly relation ship among nations and to preserve human wrights. The members of the United Nations are USA, China, Russia, Amazingly, Ethiopia is the member of UN. Thank you.

T3: Good. please, clap your hands.

Ss: (Clapped)

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

S: First, I introduce myself; I come from the 2nd 'group. The United Nation is one of the world's organizations organized by systems. And it was founded after the 2nd world war with 51 member states. And one of the founding members, is Ethiopia and the head quarter of the united nation is found in USA in New York and most of the world countered are the member of the united nations concerning Ethiopia . some of the objectives of the UN are to mountain world's peace and securities, to promote social progress , to create better life standards for human , to maintain human Wright and to develop good relationship among the nations. Thank you.

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

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

Ss: (Clapping)

T3: Ok. Last group

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

Ss: (Clapping)

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

APPENDIX G

TRANSCRIPT OF INTERVIEW WITH STUDENTS (*video available*)

INTERVIEW QUESTIONS WITH STUDENTS

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

TRANSCRIPT OF INTERVIEW WITH STUDENTS (Part 1) (*video available*)

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

Q1-

S1: It's interest question. Regarding our teacher, it's very nice. He gives us some tasks to talk over even for along period. But the problem is that the book reach us by very let and teachers want to complete it and passes some of the tasks.

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

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

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

S5: No we don't do all of the speaking activities in our text book.

Q2.

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

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

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

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

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

Q3.

S1: Yes, with out hesitation. However, in the last few day for the case of the exam we are jumping some speaking activities but whenever there is a task there is a student grouping

S2: Yah. We have been grouped.

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

S4: Yes, we usually organized in groups.

Q4.

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

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

S3: I have desire to take part in but I do not do it. I don't think the others also do it.

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

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

Q5

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

S2: Because they fear mistakes. They think that if the make mistakes the others laugh at them.

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

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

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

Q6

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

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

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

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

S5: I've no idea on this.

Q7:

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

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

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

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

S5: Yes.

Q8

S1: They must speak in English with out any frightening.

S2: The students should practice to speak English.

S3: I agree with my friends' idea.

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

S5: Teachers should encourage their students to speak in English every where. Students should speak in English with out any fear.

TRANSCRIPT OF INTERVIEW WITH STUDENTS (Part 2) (video available)**Q1.**

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

S7: Yes, He passes some speaking tasks.

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

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

Q2.

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

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

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

S9: Yes, because such tasks will improve interaction among students.

Q3:

S6: Yes. Especially, in grade 11 our teacher organize us in group or pairs but this was more true in grade 9 and 10

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

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

S9: Yes, sometimes there is grouping.

Q4.

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

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

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

S9: They don't want take group role responsibilities; they lack confidence.

Q5.

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

S7: I think the reason is lack of experience.

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

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

Q6:

S6: Because of the reasons mentioned earlier and shortage of the class time , the teacher sometimes tell what the students do, however , he tries to summarize before students tries to complete their roles . More over there are students in the class who come from private schools. Teachers focus to them only

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

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

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

Q7:

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

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

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

S9: No. Usually the teacher does not monitor the activities.

Q8.

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

S7: Teachers should give emphasis to speaking skills

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

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

APPENDIX H

TRANSCRIPT OF INTERVIEW WITH TEACHERS (*video available*)

INTERVIEW QUESTIONS FOR TEACHERS

1. Do you give your students tasks that are in the student's text book/or you own tasks like: problem solving, ordering, listing, etc. to practice speaking?
2. Do you think the student's English speaking skill can be improved through the speaking tasks/actives you give them in the classroom?
3. Do you encourage your students to work in groups/pairs to complete the speaking tasks you offer them?

4. Do you think that your students know their responsibilities as language learners very well? Specially, during group/pair speaking tasks? Do they like to be a group leader, secretary, summarizer or presenter of their census?
5. If 'No,'6 above, are there any personal, interpersonal or task related factors that make them to be hesitant? If 'yes,' can you tell me some? What have you done to help them?
6. Do you involve your students in some decision- making activities? If yes, are they willing to do that?
7. Do you think you give your students enough assistance and guidance during group/pair work tasks you give them for teaching speaking skills?
8. What do you suggest on roles of learners in speaking classes in promoting their speaking skills?

Q1.

T1: This year the new text book arrived very late and it has a big volume. So , as to cover this portion I don't attempt all the speaking tasks given in the text any how I after most of them.

T2: Good question. Especially concerning speaking I'm highly interested in the tasks. So, I after most of the speaking tasks to the students. I don't stop students even when the make mistakes in doing the tasks.

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

T4: When we see the new textbook it is full of speaking activities. So I don't need no extra speaking activities of my own. So, I give them the speaking tasks.

Q2.

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

T2: Exactly. With out any doubt because it is visible that I. See In my classes.

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

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

Q3.

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

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

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

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

Q4.

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

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

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

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

Q5.

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

T2: One reason is that they were brought up with the grammarian approach. Thus, they don't involve in such activities. The other problems are shyness, school environments and social problems.

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

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

Q6.

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

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

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

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

Q7.

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

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

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

T4: No doubt I do it.

Q8:

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

T2: Students should know the objectives of the textbook and should do accordingly.

T3: Usually texts are changed at the middle of the academic year. Hence it's difficult to assess students ability intended to be achieved at the end of the year. So textbooks should not be changed suddenly.

T4: Elementary school teachers don't involve their students in speaking tasks. So, such activities should be practiced at elementary school levels.

Declaration

I declare that this paper is my original work and all sources are appropriately acknowledged.

Name Hordofa Sambo

Signature _____

Date _____

Adviser : Dr. Hailom Banteyirga

Signature _____

Date _____

Declaration

I declare that this paper is my original work and all sources are appropriately acknowledged.

Name Hordofa Sambo

Signature 

Date 16/05/12



This thesis has been submitted for examination up on my approval as university advisor

Adviser : Dr. Hailom Banteyirga

Signature 

Date 16/05/12