

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTEMENT OF FOREIGN LANGUAGES AND
LITERATURE
(GRADUATE PROGRAM)**



**AN EVALUATION OF THE SPEAKING ACTIVITIES IN
THE STUDENTS' SPOKEN ENGLISH MODULE**

**BY
TESFAYE BEZABIH**

JUNE 2009

**AN EVALUATION OF THE SPEAKING ACTIVITIES IN
THE STUDENTS' SPOKEN ENGLISH MODULE: A Case at
Dessie College of Teacher Education Linear 2nd Year English Language
Program Students in Focus**

**BY
TESFAYE BEZABIH**



**A Thesis Submitted to the Department of Foreign Languages and
Literature (Graduate program)**

**In Partial Fulfillment of the Requirements for the Degree of
Masters of Arts in Teaching English as a Foreign Language
(TEFL)**

JUNE 2009

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Acknowledgements

This study would have not been possible without the special support of a number of people. My first and for most thanks goes to my advisor, Dr. Mekasha Kassaye, who has been superbly concerned in his all rounded scholastic support and invaluable suggestions throughout the preparation of this study.

I am also indebted to Tewabech Mekonnen who has taken the trouble to provide me with all the necessary support I need in my study.

My greatest debt of gratitude lies with Angagregn Gashaw, who gave me priceless suggestions on my research work.

I owe my gratitude to Eskinder Girma in various ways rendered his help and encouragement to wards the completion of the study..

I am also grateful to the students and teachers in Dessie College of Teacher Education who were willing to share their experiences of learning and teaching.

I also understand more fully just how lucky I am to have supportive mother, Amsale Yimer and dear father Bezabih Gezihagne.

I have several other people to thank for an ending moral support and encouragement from the beginning up to the end of this study. To name, but a few, are Mesfin Alemu, Bekele Tilaye, Abebaw, Tekabe Desta, Ali Adem, Kasu Admasu, Getahun Legesse.

I have also benefited greatly from Serkalem Wondimu who skillfully handled the typing of the study.

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Abstract

The study was mainly intended to assess to what extent the speaking activities in the spoken module of Desse College of Teacher Education (DCTE) are appropriately designed with respect to addressing the learners' interests and how far they meet the major speaking task designing criteria.

Pertaining to the study itself, assessing the attitudes of teachers and students towards the activities, assessing the motivational values of the activities, assessing the techniques, methods and presentation used in the speaking tasks and finally assessing the organization of the tasks were examined. Content analysis was used as a major instrument to obtain information regarding how appropriate and suitable the speaking tasks (activities) for the trainees to participate on and how they meet their interests being as prospective teachers. The questionnaire and interview developed and used to measure the attitudes of the students and teachers towards the speaking activities (tasks) which are portrayed in the trainees' spoken module.

The findings of the study indicated that the inappropriateness of the speaking activities in the trainees' module in eliciting students' oral participation was taken as a factor that hamper pair/group work in the classroom. The findings also showed, the absence of varied, interesting, real world, relevant activities to the needs and interests of the trainees in their spoken module. Along with this, the findings indicated that the inability of the speaking activities in promoting genuine communicative interaction among students by using various forms of classroom organization. Besides, the findings disclosed that the activities in the trainees' module have low motivational values and are not able to be integrated with the other skills except writing. In addition, the absence of supplementary materials like language laboratory, audio visual teaching aids, etc hindered trainees spoken ability. Not giving considerable attention to the structural syllabus which focused on the English sound system like segmental and suprasegmental features and merely focusing on the functional syllabus were also the other findings which were manifested in the research.

Considered vis-à-vis these and other findings on the suitability of the speaking tasks (activities) in addressing students interests, the parallel effect of the approach in the module in not incorporating many activities, and the absence of practice session of the activities, which do not allow learners' to communicate and cooperate in groups brought an ample problem in students spoken language proficiency.

Therefore, the study recommended that when course materials are prepared, addressing the growing needs of students to become proficient in speaking English by giving due emphasis to what students require to participate orally in speaking activities often presented in group or pair modes of learning should be considered. It is also noted that the program (syllabus) to be prepared ought to take in hand the question of methodology, too. It should enable the learners and the teachers to use pair and group work, simulations, games and dramas. Besides, the study recommends that continuous course material adaptation based on the appropriateness of the activities for communicative goals should be practiced on the speaking tasks.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Formerly, designing syllabuses was based on syntactic elements or structural or grammatical aspects (Wilkins, 1976:2). However, with the introduction of Communicative Language Teaching (CLT) the emphasis of unit of analysis shifted to tasks (Communicative Language Tasks) Crooks and Gass 1993, Nunan and Lamb (2001), Brumfit and Johnson quoted in Skehan 2003.

Attributable to this, the teaching of speaking skills seems to receive considerable attention after Communicative Language Teaching came in to being in the history of language teaching. In view of the over-increasingly accepted theories of communicative language teaching, the whole aspects of language teaching experienced a shift of emphasis from mere focus on linguistic aspects into more functional and communicative aspects of language (Richards and Rodgers, 2001, Brown, 1994, Hedge, 2000). At this juncture, this major paradigm shift noticeably indicates that language teaching has given considerable emphasis to speaking skills as part of the language skills together with non-verbal aspects of the language which make up effective and real-life communication rather than particular emphasis to certain aspects.

Because of the above mentioned developments in language teaching, the importance of understanding why learners need the language for in general and speaking in particular has been recognized as valuable way of creating natural and effective teaching in a classroom.

For instance, McDonough and Shaw mention some of the importance of language teaching as follows:

With the recent growth of English as an international language of communication, there is clearly a need for many learners to speak and interact in a multiplicity of situations, be it for foreign travel, business or other professional reasons. It is also noted that in many

contexts, speaking is often the skill upon which a person is judged 'at face value' (1993:151).

In order to develop one's speaking skill proficiency as Bailey cited in Richards and Rodgers (2001:251), the instructional methodology and materials produced for the purpose of teaching speaking skills are primarily on engaging all learners in the lesson, in providing maximum opportunities for students' participation, in using a maximum amount of student-to-student activities, and in promoting co-operation among learners play an important role in the teaching learning process of English language.

1.2. Statement of the Problem

As it has become evident in any methodological and material design discussions in the literature, activities or tasks to be included in language courses need to be prepared under rigorous planning and preliminary investigations. In other words, tasks need to address the learners' needs, interests, motivation etc. Thus, in order to make tasks more effective, Willis, D and J. Willis (1987) strongly assert that tasks, particularly speaking tasks, need to engage learners' interests, focus on meaning, be goal-oriented, and relate to the real-world activities.

Hedge (2000) and McDonough and Shaw (1993) also argue that to develop one's speaking skill proficiency in the classroom, speaking tasks (activities) play an important role and they are probably the most demanding for students and teachers in terms of the affective factors involved. With respect to this, they propose their views about speaking tasks as follows:

In recent teaching materials, a lot of attention has been paid to designing activities, which focus on tasks that are mediated through language or involve the negotiation and sharing of information by the participants (1993:162)

The idea behind this thinking is that learners should be provided with the opportunity to actively use the language they know in meaningful activities and that this would be accomplished more effectively if learners feel motivated and interested with the activities they are doing.

In line with this, McDonough and Shaw (1993) further verify that some speaking materials have been designed in order for learners to become more closely involved with the materials and to relate them to realistic classroom activities so that they can have more meaningful things to talk about and thereby learn more readily and efficiently.

A logical extension of this would then be to actually get outside the material themselves to use the learners own backgrounds and personalities in speaking classes so as to give them more genuine reasons for wanting to communicate with each other through those tasks (activities).

In the teaching learning process of English language in general and speaking skill in particular, studies report a number of factors that cause problems with regard to English language teaching in Ethiopia. Of those, the most important ones are qualities of the teaching materials and methodology used in teaching the language. One observable fact is that in the previous curriculum, teachers talk all the time while students simply listen. This entails that such a problem is the result of the nullify English language curriculum in particular and the entire educational policy of the country in general. This is often endorsed by teachers' complaint that the learning process does not give the students the chance to use the language freely. Primarily, this may be partly due to the problem presented and approached in the design of tasks (activities). Speaking activities, which develop learners' ability to express themselves through speech would obviously seem an important component of a language course. Yet, it is difficult to design and administer such activities, more so, in many ways, than to do so for listening, reading or writing (Ur, 1986).

Although reports from the Ministry of Education(MOE) tell us that the new curriculum tries to take the problem in to consideration and propose the revision of the former curriculum and brings the Communicative Language Teaching (CLT) in the area, there are some practical indications that the communicative orientation is not totally being put in to practice in many communicative teaching materials or course books. For instance, many of the course materials being used in our language programs, particularly on higher-level programs seem to lack some qualities of the speaking tasks used in the teaching materials.

As an English language teacher, who had some opportunities to see the problems presented in the materials in a couple of occasions, the present researcher had a good deal of personal accounts, which show indications on the problems in the area. And, hence, this is the reason that the researcher paid a particular interest to the evaluation of speaking activities in the spoken English module.

Straightforwardly, while teaching in his previous institution, to catch the learners' attention and their participation towards the speaking activities (tasks) were some of the problems that faced the present writer and many colleague teachers endorse this as a major problem in their course.

Despite the causes that make learners poor in speaking skill could admittedly be related to many other factors, many of them can arise from the nature and method of the speaking tasks used. For instance, as Nunan (1991: 47) confirms pedagogical tasks are some of the major challenges that confront teachers, curriculum developers to set them and to make them appropriate to the needs of the learner.

This problem may be intense when the situation of material preparation in general and designing activities in particular is taken in to account in colleges of teacher education. As the researcher himself witnesses from his previous experience and as he got some information from his colleague teachers through informal discussion, like many other course materials prepared in colleges, many seem to be prepared in a rush, with more focus on the number of pages rather than considering the theoretical perspectives in material designing. This might be highly related to the income with number of pages or task loaded.

By taking the theoretical and practical considerations in to account in any material preparation, and some of the experiences we have in the area, this project is designed to evaluate the appropriateness of speaking activities in the trainees' spoken material with respect to addressing learners' interests, needs and desires towards meeting major speaking task designing criteria.

Some previous researches were made by certain MA TEFL students in Addis Ababa University concerning the skill of speaking, for example, by Meaza (1999), Mesert (2007), Melaku (2005). However, their research works did not focus on the appropriateness of

speaking activities in the students' course materials, and in evaluating those tasks with regard to the learners' interests rather their focus of attention was studying the actual classroom practices of speaking skill in light of the principles on task-based pedagogy and showing the importance of the activities to the students. Although they tried to touch the areas of speaking activities in their particular studies, they did not give a detail analysis about the appropriateness of the speaking activities in meeting major speaking task designing criteria by addressing exactly on course materials (modular material). However, the present researcher was inspired to focus on evaluating the speaking activities in the spoken module of the Linear Trainees of Dessie College of Teacher Education based on the major task designing criteria.

1.3 Objective of the Study

The general objective of this study is to assess to what extent the speaking activities in the spoken module of Dessie College of Teacher Education (DCTE) are appropriately designed with respect to addressing the learners' interests and how far they meet the major speaking task designing criteria.

Pertaining to the general objective, this study has also the following specific objectives:

- I. Assessing the attitudes of teachers and students towards the activities(tasks) in meeting students' interests,
- II. Assessing the motivational values (variety, interest, real-worldness)of the activities in the module
- III. Assessing the techniques, methods and presentation used in the speaking tasks
- IV. Assessing the organization of tasks in the module.

1.4 Significance of the Study

Indeed, at any sort of grade level, to make the teaching-learning program more effective, the preparation of appropriate materials (modules) should be considered under meticulous planning before they put in to practice since the materials are the major tools for the trainees to depend on the given settings.

Therefore, it is hoped that the findings of the study will have the following significances:

- i. It may provide useful insights that need to be considered during speaking task designs,
- ii. It may contribute towards improving the speaking tasks being used in higher institutions,
- iii. It may initiate other researchers to carry out similar studies in the area on other colleges,
- iv. Lastly, the research findings will also provide an insight to curriculum designers as well as material developers in their course of designing syllabi and material productions.

1.5. Scope of the Study

The study is confined to the evaluation of speaking tasks (activities) which are found in the spoken English module of first cycle second round primary school teachers' trainees of Dessie College of Teacher Education (DCTE). Therefore, the scope of this study is limited to second year English major trainees of DCTE, their spoken English teachers, and their English Spoken module.

1.6. Limitation of the Study

For evaluating the speaking activities in the spoken module of the linear trainees of DCTE, the researcher was inaccessible to previously used standardized course materials analysis checklists, which obviously could have been more valid to be used for evaluating course materials in general and activities (tasks) in particular. Though some limitations were expected, the researcher decided to adapt and organize the checklists with considerable references to the literature.

1.7. Definition of Terms and Abbreviations

In this section, those important dimensions that the paper is concerned are defined as they are used throughout the study.

Evaluation-different researchers have defined evaluation in various forms. For Rea-Dickins and Germaine (1992:28), “Evaluation is a means by which we can gain a better understanding of what is effective, what is less effective, and what appears to be of no use at all.”

In line with this, Grabe’s defines evaluation as follows:

Evaluation is a process of analysis and control design to determine the relevance, effectiveness, significance, appropriateness, and impact of specific activities and the degree of efficiency with which they are carried out with reference to the immediate objectives, needs for which they were designed and planned.(1983:19)

Micro –evaluation: can be carried out for two main purposes. It can be used to investigate whether a task ‘worked’ for a particular group of learners. It can also be used to identify weakness in the design of a task and, thus, ways in which the task can be improved. Therefore, for the present research work, the second purpose of micro-evaluation is used (Ellis, 2003:324)

. **External evaluation:** in this central stage of the model, the researcher has included criteria, which will provide a comprehensive, external overview of how the materials have been organized-the aim is organized.

-The ‘blurb’ or the claims made on the cover of the teachers/students book

-The introduction and table of contents

Internal evaluation: an in-depth investigation in to the materials-the essential issue at this stage for us is to analyze the extent to which the aforementioned factors in the external evaluation stage actually match up with the internal consistency and organization of the materials as stated by the author/publisher.



Through this,

- The presentation of skills in the material,
- The grading and sequence of the activities in the material
- The relationships of tests and exercises to

a) Learner needs and (b) what is taught by the course material(c) the motivational value of the activities had been seen (McDonough and Shaw, 1993)

Accordingly, the above working definition of evaluation needs to be taken while we are evaluating speaking tasks in the trainees' spoken module throughout the study.

Task – as used by Task-Based Language Teaching Approach, a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle ,reading a map and giving directions, making a telephone call, etc. (Richards and Rodgers 2001:224). Nunan (1989:10) offers this definition, “The communicative task [is] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form (cited in ibid).

Attitude - According to Gall et al (1996), attitude is defined as an individual's viewpoint or disposition towards a certain object (a person, a thing, an idea, etc). It is considered to have three components namely 1) an affective components (which refers to one's feelings about the attitude objective, 2) a cognitive component (which refers to the individual's belief or knowledge about the attitude object), and 3) a behavioral component (which is the individual's predisposition to act towards the attitude object in a particular way).

In this paper, attitude may refer to either of the above components in the attempt to find out the viewpoints and feelings that students and teachers have towards the speaking activities in the trainees' spoken module.

Linear Program Trainee(s): teacher trainees' in the college who are being trained to teach students from grade 5-8 at junior schools and those who take English as a major course and Amharic as a minor one.

Cluster Program trainee(s) teacher trainees in the college who take three subjects like Amharic English Civics as major courses in the college.

DCTE: Dessie College of Teacher Education

ELIC: English Language Improvement Center

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.0. Introduction

This chapter deals with some underlying issues which are closely related to the objective of the research work: the concept of speaking task (activity), the principles of communicative language teaching, the view of task-based language teaching in an interactive classroom context, the nature of speaking activities, the types of speaking activities, and survey of an ELT materials

2.1. Defining a 'Task' in a Context of EFL

Richards, Plate, and Weber (1985), Prabhu (1987), Crooks (1986) Lee (2000), Bygate (1987) and Skehan (1996) in Elis (2003) define task as 'an activity that necessarily involves language'. However, Breen (1989) adopts a broader definition that incorporates any kinds of language activity, including a brief practice exercise. Given the importance that is currently attached to meaning-focused communication both in theories of L₂ acquisition and of language pedagogy, there is a clear need for a term to label devices that elicit this type of language use.

A task refers to a piece of ESL/EFL instructional material or activity usually designed to teach language as it is used "in a real life situation, for a specific situation for a specific duration of time, for a specific group of learners, with specific input, procedures and rubrics"(Mekasha, 2005:21).

The following recent definition justifies the basic criterial features of an EFL task:

A task is a work plan that requires learners to process language pragmatically to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make their own linguistic researches, although the design of task predisposes them to choose a particular form. A task is intended to result in language use that bears a resemblance, direct in the real world. Like the other language activities, a task can engage

productive or receptive, and oral or written skills and various cognitive processes (Ellis, 2003:16).

From the above comprehensive definition, one may understand that tasks are different from traditional language exercises, which usually focus on helping learners to practice certain linguistic features usually in the form of “substitution tables and ‘drills’ (Mekasha, 2005).

However, Ellis adopts the narrower definition of task that states:

Tasks are activities that call for primarily meaning-focused language use. In contrast, ‘exercises’ are activities that call for primarily form-focused language use. However, in here, we need to recognize that the overall purpose of tasks is the same as exercises learning a language- the difference lying in the means by which this purpose is to be achieved. (Ellis 2003:3).

It might be objected that this distinction is somewhat simplistic. As Widdowson (1998) cited in Ellis (2003) tries to contend that learners will need to pay attention to both meaning and form in both tasks and exercises. To illustrate this, learners involved in making an ‘airline reservation’ will need to find the linguistic forms to explain where they want to fly to, what day and time they want to fly, what kind of ticket they want? etc. Likewise, learners completing a blank filling exercise designed to practice the use of the past simple and present perfect tenses in English will need to pay attention to the meanings of the sentences to determine which tense to use (Ibid).

Because of this, Widdowson (1989) in Ellis (2003) argues that what distinguishes a task from an exercise is not ‘form’ as opposed to ‘meaning’, but rather the kind of meaning involved. Whereas a task is concerned with a pragmatic meaning? i.e. the use of language in context, an exercise is concerned with semantic meaning, i.e., the systematic meanings that specific forms can convey irrespective of context.

However, it is precisely this distinction that the terms ‘form-focused’ and ‘meaning focused’ are intended to capture, so Widdowson objection is more one of terminology than substance.

In line with this, the distinction between ‘meaning-focused’ and ‘form- focused’ is also intended to capture another key difference between an exercise and a task relating to the role of the participants. Thus, a ‘task’ requires the participants to function primarily as

'language users' in the sense that they must employ the same kinds of communicative process as those involved in real-world activities. In contrast, an 'exercise' requires the participants to function primarily as 'learners'.

As far as language skill is concerned, especially in speaking tasks or activities, Ur (1981), (Klippel 1984; Day 1986; Crooks and Gass 1993a and 1993b; Bygate, Skehan, and Swain 2001 cited in Ellis, 2003:7) believe that tasks are directed more at oral skills, particularly speaking. Of course, the materials for the task may also involve some reading and if a planning stage is involved learners may also be required to write, but the assumption is that the task itself is performed orally. Thus, in this research, the researcher is going to use the term task to refer to an activity which can only be carried out orally in involving speaking skill task (activity) as a center of discussion..

2.2. Tasks in Language Teaching

As Ellis (2003) contends, like researchers, language teachers, material writers and course designers have not been slow to recognize the value of tasks. However, they have differed considerably in the use they have made of them. Some methodologists have simply incorporated tasks into traditional language-based approaches to teaching. Others more radically have treated tasks as units of teaching in their own right and have designed whole courses around them.

For instance, one way of using tasks can be referred to as *Task-based language teaching*. Thus, in this case tasks have been employed to make language teaching more communicative and interactive (Ibid). This in turn tells us that tasks play a decisive role in Communicative Language Teaching (CLT).

2.3 Communicative Language Teaching

Communicative Language Teaching (CLT) aims to develop the ability of learners to use language in real communication. Brown and Yule (1983:33) characterize communication as involving two general purposes- the interactional function, where language is used to establish and maintain contact, and the transactional function, where language is used referentially to exchange information. Communicative Language Teaching (CLT), then, is

directed at enabling learners to function interactionally and transactionally in an L₂. In this respect, however, the goal of CLT is not so different from that of earlier methods such as the audio-lingual or oral-situational method, which also claimed to develop the ability to use language communicatively.

In relation to this, Brown and Yule (1983) also try to see the function of spoken language as being interactional and transactional (mainly with maintaining social relationship and conveying information and ideas respectively). This is further explained as follows:

...primarily interactional language is primarily listener-oriented, whereas primarily transactional language is primarily message-oriented. Primarily transactional spoken language is frequently concerned to get things done in the real-world- so a boss dictates a letter, a car-sales man explains how the electric window-winding device works, a customer complains to the garage, a patient discusses her symptoms with a doctor, a teacher explains an English construction to a class... etc (Brown and Yule, 1983:13).

The above idea indicates that in each case of interactional and transactional communication the speaker is concerned to make his/her message clear-it matters that the listener gets it right and the speaker may well be angry, distressed, or disappointed if the listener has not understood correctly.

Consequently, speakers typically go to considerable trouble to make what they are saying clear when a transaction is involved, and may contradict the listener if he appears to have misunderstood.

Brown and Yule (1983:27) also signify the aims of the spoken course under communicative language pedagogy. As to them, spoken English course enables the student to 'express himself/herself' in the target language, helps them to cope with basic interactive skills like exchanging greetings and thanks, and apologies, and to express their 'needs'- request information, services, etc. Accordingly, the syllabus which results from a 'needs' or 'notions' approach will prepare a student to produce short turns of a transactional and/or interactional type. It will be largely unstructured, because there is no obvious way in which the ability to express an apology builds upon the ability to express thanks, or in which the ability to express a request builds upon the ability to express a warning.

Such a syllabus will consist, essentially, of a list of forms, which may be used to perform a range of social/cognitive functions (Ibid). However, the syllabus which results from an expression like 'enabling the speaker to express himself' must surely go beyond short turns i.e., a string of utterances may take place. Moreover, if there are 'easier' types of long turn, and if there are helpful strategies, then a teacher might be able to construct a structured course where a student could learn a simple skill before building on that to achieve a more complex skill.

In such a course, as Brown and Yule (1983) suggest, "It would be clear that a student could 'make progress rather than simply 'learn another set of things to say''. The teacher would be in the position of controlling a set of strategies, which would help the student 'improve' his performance.

If a student had difficulty in 'expressing himself' in conversation classes, the teacher might be able to diagnose his problem and give him practice in helpful strategies, rather than simply attributing the student's problems to his inability to 'learn' what his peers have learnt (Ibid). In a nutshell, this idea reveals that teachers are responsible for designing and selecting good, real world, participatory tasks (activities) to their students so as to improve their students' language skill in general and speaking skill proficiency in particular.

2.4. Speaking Classroom Practices

Stern argues that a single factor like the learner, the method, the materials, a new concept etc cannot offer a general solution to most language learning problems in class (1983: 47). Of course, some factors that inhibit the quality and effectiveness of students' participation are assumed to occur in classroom.

For example, Seime (1996) lists; students' proficiency in the language, preferred learning styles, personality traits, socio-cultural expectations, as well as, teachers' personality and rapport with class, teaching style, gender, teachers' and students' perceptions in teaching and learning, and the kinds of learning tasks used, as factors that may account for students' participation behavior.

Here, students' proficiency in the language' seems to refer to what communicative approach has set as a goal to meet through teaching speaking as a part of communicative skills. According to Richards and Rodgers (2001: 159) communicative approach has set 'developing what Hymes referred to as "Communicative competence" is the goal. Studies on Hymes' "Communicative competence" identify the basic components of it. (e.g., Brown 1987, 199-200 and Hedge 2000: 46 citing Canale and Swain, 1980; Canal, 1983; Savigo, 1983; Bachman, 1987, Faerch, Haastrup and Phillipson, 1984). They suggest linguistic competence, pragmatic competence, discourse competence, strategic competence and fluency, as they are the basic components of communicative knowledge of the language. Thus, students' proficiency in the language is also rely on the extent they acquire these competences.

2.4.1 Nature of Speaking Activities

As it is portrayed by Nunan (1989), 'activities' specify what learners will actually do with the input which forms the point of departure for the learning task. Due to this, balanced communicative activities play an important role in language to improve communicative skills of the learners in the classroom. On the subject of this, Harmer reveals the subsequent idea:

A balanced activity approach sees the job of the teacher as that of ensuring that students get a variety of activities which foster acquisition and which foster communication will tend to predominant over (but not by any means exclude) controlled language presentation and practice out put. It is on this basis that we will affect our balance. (1991:42)

Richards and Rodgers (2001) further point out that learning activities are selected according to how well they engage the learner in meaningful and authentic language use rather than mechanical practice of language patterns. On the side of Hyland (1993) as cited in Richards and Rodgers (2001), this idea is strengthened, as "effective interactive activities should be manipulative, meaningful and communicative involving learners in using English for a variety of purposes.

More to the point, to arrive at a degree of autonomy, the role of communicative activities play a decisive role since the students are able to take part in the language interactively.

Similarly, Harmer (1991:50-51) asserts, "Communicative activities are those exhibit the characteristics at the communicative end of our continuum'. Students are some how involved in activities that give them both the desire to communicate and a purpose, which involves them in a varied use of language.

As far as the contribution of communicative tasks, are concerned, Stern (1992:180) explains the following arguments:

- i) When the learner is on his own natural language environment, communicative activities offer opportunities to develop coping techniques. And these coping techniques require regular exposure to real life language situations,
- ii) In giving, the learners an opportunity to develop a personal relationship with the target community through direct contact with individual speakers, communicative activities play a pivotal role.

In relation to this, Littlewood (1981) tries to add the importance of communicative activities as follows:

- i) They provide a whole-task practice, enforcing language learning; our means of providing learners with whole task practice in the classroom is through various kinds of communicative activities, structured to suit learners' level of ability.
- ii) They improve motivation. The students' motivation to learn is more likely to be sustained if they can see how their classroom learning is related to their objective and helps them to achieve it with increasing success.
- iii) They allow natural learning-- language learning takes place inside the learner and as teachers know their frequent frustration, many aspect of it are beyond their pedagogical control.
- iv) They can create a context which supports learning-communicative activity provides opportunities for positive personal relationship to develop among learners and between learners and teachers.

In language classroom, particularly in spoken classes there might be a great chance of having null participation by the CR participants. Then, silence will be dominant there. For instance, Lawtie (2006) displays the situation with regard to communicative activities here under:

A completely different reason for student silence may simply be that activities are being or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as we really required to do is answer 'yes' or 'no', which they do quickly and then just sit in silence or worse talking noisily in their L₂.(2006:78))

Form this short excerpt; we can realize that a thoroughly selected speaking activity possibly provokes more talk, more interest, more participation, more motivation and excitement. Furthermore, in teaching speaking skill, if the activities are supported visually i.e. by diagrams, pictures and drawings, etc, there will probably be a good circumstance in which the learners use the target language effectively. Besides, presenting variety of activities to students will help students to have a good interest and motivation in the language program involvement (Harmer 1991:42).

It has also been shown that for speaking activities to be effective, they need to be able to motivate the students' interests. Byrne (1986:99) indicates this who writes '...the extent of the learner's involvement and enjoyment in activity is a good guide to its learning effectiveness'.

Along with this, certain writers also believe that activities should be appropriate to the level of the students, i.e. they should not be too difficult or too easy. This is again shown by Ur (1996:15) who states that '...the task must be hard enough to demand on effort on the part of the group members, but easy enough for it to be clear that success is with the group'.

2.4.2 Features of Spoken Language

Spoken language has certain characteristics of its own. Brown (1994:256) notes that bear in mind those characteristics of spoken language can make oral performance easy. Thus, it is useful for the teacher of speaking skills in the classroom to look at the characteristics of

the spoken language in order to ascertain what native speakers actually do when they participate in oral interactions (McDonough and Shaw 1993: 154).

McDonough and Shaw (1993) and Brown (1994) have stated that native speakers use incomplete sentences, replacing and refining expressions, repetition, pauses and 'fillers' etc in their speech and noted that those are the most frequently used characteristics of spoken language (1993: 155-156). Therefore, we may conclude that spoken language follows certain distinct patterns and rules, which must be noticed and learnt by the learners if the outcomes for each participant are to be achieved or move on to the end.

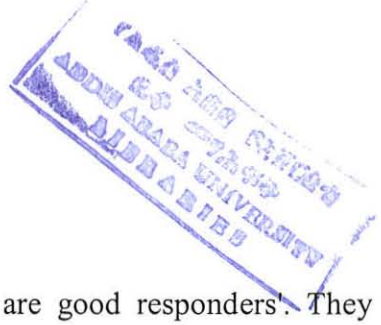
2.5 Components of Oral Communication

According to Murphy, speaking and listening can be defined as major area of interpersonal communication: besides, pronunciation encompasses subsets of both speaking and listening skills development (1991:52). He further notes that if learners have to participate in oral communication, they should be trained to manipulate each skill separately and integrated together with specific strategies (Ibid).

2.5.1 Speaking Skill

In addition to what has been discussed above, recently produced materials for teaching speaking skills, have pointed out some very essential skills, knowledge, etc relevant for teaching. (Littlewood, 1981).

Bygate underlines that because oral language (speaking) allows limited time for deciding what to say, how to say it, and checking that the speakers' main intentions are being realized, putting certain speaking strategies into operation, would be important (1987: 14). With regard to speaking strategies, Brown suggests that teachers should encourage the development of speaking strategies like asking someone to repeat something (Huh? Excuse me?); using fillers (Uh, I mean, well,) in order to gain time to process, getting someone's attention (Hey, say, so), using paraphrases, applying mime and non-verbal expressions to convey meaning (1994: 292).



2.5.2 Listening Skill

In conversation, it is believed that 'listeners are good responders'. They know how to negotiate meaning, which is to give feedback, to ask for classification, to maintain a topic, so that the process of comprehending can be complete rather than being aborted by insufficient interaction (Brown, 1994: 238-241). Thus, to learn to listen is also to learn to respond and to continue a chain of listening and responding.

Brown (1994: 246), Celce-Murcia and Olshtain (2000: 103) argue that teachers should encourage the development of listening strategies like; looking for key words, looking for non-verbal cues to meaning, predicting a speaker purpose by the context of the spoken discourse, associating information with one's cognitive structure (activating schemata), guessing at meanings, seeking classification and listening for the general gist and strategies, are useful techniques of developing learners' listening comprehension (Brown 1994: 246).

2.5.3 Pronunciation

Recent Literatures often reveal that the importance of teaching pronunciation has been ignored for a long-time. However, there has been resurgence of interest in the teaching of pronunciation with foreign and second language learners. (Richards and Renandya, 2002); Tench 1981; Brown, 1994; Ur (1996); Nunan (1991).

The renewed interest largely focuses on the need to pay due attention to pronunciation and most importantly, students must be provided with opportunities for increasing linguistic accuracy of their speech. Harmer noted to this end that errors in pronunciation severely impair communication or even worse than the wrong use of other aspects can (1991).

Although researchers often reveal that pronunciation activities provide students with opportunities for gaining accurate control over the sound system which is said to be an indispensable in oral communicative learning.

Murphy's brief review of commercially available texts for teaching ESL oral communication (1991:64) show that teaching pronunciation has been given quite insignificant attention.

In sum, oral communication is a composite of interconnected language processes. Murphy suggests that each subsets of oral communication needs to be incorporated within any informed curriculum design and he notes that by interweaving activities that practice speaking, listening and pronunciation, teachers can enrich classroom instruction (1991: 67-68)

2.6 Types of Speaking Activities

Different writers like Harmer (1991), Littlewood (1981), Ur (1981) (Pattison, Rivers and Temprley, Clark, in Bygate 1987), Ellis (2003) and other scholars use different ways of classifying oral (speaking) activities. According to them, these activities are grouped based on purpose, topic or in terms of behavioral criteria, and information routines, thus, they have proposed that their own ways of activity typology.

Although all writers' mode of classification is more or less the same, for the sake of simplicity and abridgement, the researcher prefers to use Harmer's (1991) interaction activity classification. As to him, they are classified as an oral practice activities and communicative activities.

Oral practice activities further divided in to the fallowing sub- activities: Oral drills, information-gap activities, games (cross word puzzles, spelling games, nonsense rhymes, charades, etc), personalization and localization, and oral activities are of the basic ones (Harmer, 1991:92-109).

Accordingly, each sort of an oral practice activity has its own features and different task designers will likely to use and apply them in a proper context and circumstances.

Like wise, Harmer's (1991) second division of interaction activity is communicative activities. In this regard, Cunningsworth puts the concept of communicative activities as follows:

Communicative activities are designed to get learners to use the language for communication, rather than for language practice. The main aims of these activities are to help the learners to gain confidence to become more fluent and to acquire language through exposure and use. They are not designed to provide practice and correction of specific language items (1984:83).

In its part, communicative activities comprise some sub-activities that can be carried out both in the classroom and outside of it. Among these, reaching a consensus, relaying instructions(like asking and giving directions), communicative games, problem solving(e.g.: guessing games, interrogation games, like Alibis, Guilty party, logical puzzle-solving, etc), story construction, simulation and role play, an impromptu speech and so on. It is, thus, worth noting that the large variety of oral activities can help students to achieve their speaking skill proficiency (Bygate, 1987: 84).

When both the oral practice and communicative activities are being accomplished, some ways that are essential for organizing the classroom speaking activities should be taken in to consideration. Among these, pair work, lock step, group work, individual study, and whole class are the basic class organization.

2.7 The English Syllabus of TTIs

As it is indicated by Breen (1987:82), a syllabus is primarily a plan of what is to be achieved through teaching and learning and it provides a frame work within which the actual process of learning must take place. Hence, for any teaching program to be achieved, a syllabus is a fundamental resource for the fact that it shows the nature and direction of the course as process and product oriented as follows:

How the trainees learn is as important as what they learn. The trainees will only fully understand and accept the methodological content of the course exemplified by the course activities and their instructors at all times. The syllabus, therefore, specifies both products-what the trainees should learn and process -how they should learn it. (English syllabus for TTIs, 1995 in Mlaku 2001:31).

Along with this, the syllabus has also mentioned eight objectives of the English teaching program, which affirm that, the desired development of the cognitive, affective and psychomotor domains of the trainees. Thus, the trainees should develop:

- i. complete knowledge of the aims and objectives of the grade 5-8 syllabus and the content of the text books and teacher's guide

- ii. A sufficient knowledge of ELT methodology so that they will know what methods are appropriate in a given situation and why they are appropriate,
- iii. A sufficient master of English to enable them to teach in English and to provide a good model of English for the learners.
- iv. The ability to motivate their students to learn and use English.
- v. The ability to plan, implement and evaluate appropriate learning experiences for their students.
- vi. The ability to provide for individual differences
- vii. The ability to use and where necessary adapt the grade 5-8 textual material. Similarly, McDonough and Shaw (1993:85) also share the idea and bear out, “Adapting teaching material is important so as to increase motivation and to make the teaching-learning process more communicative and authentic”.
- viii. The ability to evaluate their own teaching performance and where necessary, make appropriate improvements (Ibid, 1995: 1-2 in Melaku, 2001).

Accordingly, Practice- an important component of the training model plays an underlying role in the professional development of the trainees in the microteaching.

CHAPTER THREE

3. RESERCH DESIGN AND METHODOLOGY

3.1. Research Design

As the study mainly attempted to assess the appropriateness of the speaking activities in the spoken module of Dessie College of Teacher Education (DCTE) and thus, the design was descriptive in nature, which refers to an investigation that utilizes already existing data or non-experimental research with a predetermined hypotheses. Likewise, Seliger and Shohaamy (1989) point out that in descriptive research, the researcher begins with general questions in mind about the phenomenon he/she is studying or with more specific questions and with a specific focus. Because the questions are decided in advance, the research only focuses on certain aspects of the possible data available in the language-learning context being described and interpreted.

3.2. Subjects of the Study

The subjects of the study were second year English-Major students(trainees) of Dessie College of Teacher Education(DCTE), their English language teachers(trainers), and the trainees' spoken course module that served them for both first and second semester programs were taken as the data sources of a research. According to Dubin and Olshtain (1986), examining students and teachers' components would contribute a lot for such study, which aims at exploring up on the existing conditions.

The selection of the institute was purposive (i.e. convenient sampling and hence, the subjects were selected for the following practical reasons:

1. The researcher noticed that there was a vital problem in the design of the activities in the particular spoken modular material at that teacher's institute
2. The area is convenient for the researcher to conduct the research effectively. Since the researcher can use the advantage of proximity to get collaboration from some acquaintances.

3. Research works pertaining to this problem was not conducted by researchers in this area so far, so that the researcher believes that it is good to study unexplored areas and target groups

As far as the selection of first cycle second round, (grade5-8) teacher trainees were concerned; the researcher relied on the spoken English course, which was given only to these students.

While the speaking material being used and all the instructors of that particular material involved, the subject students were selected by using comprehensive sampling since their numbers were restricted only to two classes having 37 and 33 students in each class.

3.3. Data Gathering Instruments

For the purpose of gathering satisfactory information, different instruments, such as content analysis, questionnaire and interview were used. Content analysis was the major tool while questionnaire and interview were used as supplementary ones. This is because the researcher believed much information could be sought through his primary tool concerning the research problem that he has chosen so far.

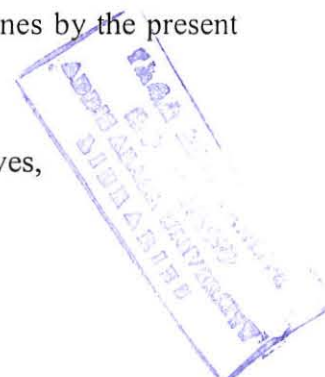
3.3.1. Content Analysis

In this study, content analysis was used as a major instrument to obtain information regarding how appropriate and suitable the speaking tasks (activities) for the students.

Regarding the approach, the researcher adapted an evaluation checklist on the basis of Cunningsworth (1984, 1995), Nunan (1989), McDonough and Shaw (1993), and Sheldon (1987) discussions in the literature of evaluating tasks (activities). Accordingly, an attempt was made to include all necessary variables, which are noted as helpful to explore the appropriateness of the speaking activities in the trainees' module.

According to the above scholars, evaluating tasks (activities) should be based on some principles. Among the principles, the followings were taken as major ones by the present researcher:

1. Relating the teaching materials to the students aims and objectives,



2. Keeping students needs in mind(since course materials can help by using subject matter that is intellectually stimulating and to which the students can relate personality)
3. Considering the relationship between language, the learning process and the learner
4. Being aware of what language is for and selects teaching materials that will help equip the students to use language effectively for their own purposes are some of the standards.

Besides, as stated by Best and Kahn (2003), content or document analysis is used in descriptive research to describe the prevailing practices or conditions, to discover the level of difficulty and suitability of textbooks or other publications. By considering these facts, the researcher preferred to take this as a primary instrument for his research work. In view of the fact that the rationale of the above idea is suitable for evaluating the speaking tasks included in the trainees' course material.

3.3.2 The Questionnaire

Since questionnaires are useful to get more data and are valuable for attitudinal issues, the researcher deigned questionnaires for the trainees. A Likert scale was used to measure the attitudes of the students towards the speaking activities (tasks) which are portrayed in their spoken module. The questionnaires consisted of 25 close-ended types of questions, which used to gather more information on the necessary issues.

The students' questionnaire was prepared in English by using simple words in the way students could understand and explanations for better understanding.

During the administration process, the researcher explained briefly some concepts of speaking activities (tasks) and what it requires the trainees and told them to ask for any clarification necessary for them when they respond.

3.3.3 The Interview

As stated by Punch (2005,) since an interview is one of the main data collection tools in qualitative research, it is a very good way of assessing people's perceptions, meanings, definitions of situations and construction of reality.

Therefore, to assess the perceptions or attitudes of students with regard to the speaking tasks presented in their spoken course book and to substantiate the information gathered through the content analysis and questionnaire, the researcher employed an interview. The type of interview format used was a semi-structured open-ended approach having greater flexibility and freedom.

Fourteen English teachers in the college were teaching English both to the Linear and Cluster program trainees. Among these, the interview was conducted only with three teachers, who were teaching those Linear (first cycle second round trainees) using purposive sampling. The first two teachers were working in the college regular program where the research centered on where as the third one was working in the extension (night) program. For all the three teachers, the researcher proposed and inquired ten questions in English and he used recorder throughout the sessions because it was found to be a more genuine and convenient way for most interviewees.

Some samples of the interview transcript were used in the analysis part and attached in the Appendix (see Appendix (D)).

3.4 Methods of Data Analysis

To organize and facilitate the analysis of the data collected by using the content analysis, the researcher used qualitative data analysis, which involved skilled perceptions on the part of the researcher based on the evaluation checklist (criteria.)

Besides, to organize and facilitate the analysis of the data collected through the questionnaire, the researcher tallied before tabulating the responses under each item using simple descriptive statistics such as frequency and percentage.

As supplementary to the above methods of analysis, the information and responses gathered through the interview were first transcribed before interpreted and discussed as a support for the discussion of the content analysis and the questionnaire and hence qualitative data analysis, which is inherently a language-based analysis, was used.

Lastly, on the basis of the discussion held, conclusions and recommendations were drawn accordingly.

CHAPTER FOUR

4. ANALIYSIS AND DISCUSSION OF DATA

4.1 Analysis and Discussion of the Speaking Tasks in the Trainees' Module

The entire purpose of evaluating speaking tasks (activities) used in the students' spoken module is to obtain information regarding the appropriateness of the speaking activities that are depicted in the spoken module.

To this end, the content analysis of the course begins from the general introduction of the course book and goes through the body parts of the various speaking activities. In other words, to do this, the researcher made an external and internal evaluation by taking and adapting different writers' evaluation checklist model, for instance, McDonough and Shaw's(1993) Cunningsworth's (1984,1995), Sheldon's,(1987), and Nunan's model (1989) (See Appendix A).

In the analysis and discussions that follow, an attempt has been made to highlight some important issues that would help to achieve the objectives set and forward the conclusions accordingly.

4.1.1 Analysis of Background Information on the Module

The name of the spoken course module is Spoken English (Enla 121).It was designed and written by the teachers who have been working at Dessie College of Teacher Education (DCTE).The writers were four, three of them have an MA degree in TEFL and one is a BA degree holder. Six teachers edited the module. They are from the college itself and from these, four of them are MA degree holders and the rest two are assistant BA degree teachers in the institute. According to the information given, the module was written in 2006 (Ahmed,et al 2006)

For starters, the module tried to discuss its general introduction in its first page. Besides, it deals with conversational language structures, sounds(syllables), aspects of pronunciation,

classroom language, conversational activities like greetings and partings, introducing people, telephoning, shopping, invitations, delivering a speech, debate, refusing and offering help, asking and giving directions, and expressing likes and dislikes in its course description which is attached in the Appendix.(see Appendix D).

The introductory section of the course presents the general objectives of the course, which are thoroughly geared towards specific spoken functions, and aspects of pronunciation.

The major objectives of the course in the course description are:

1. Developing students' confidence in speaking English,
2. Converse with English speaking people with reasonable degree of fluency and accuracy,
3. Understand and react to others' speech delivered on various occasions,
4. Pronounce comprehensible or intelligible pronunciation sounds, pronouncing words using appropriate word stress sentence and intonation.

DCTE Course description 2006

4.1.2 Analysis of Speaking Tasks in Trainees' Module

To evaluate how pertinent and appropriate the speaking tasks in the students' spoken module are, evaluating the speaking activities in the students' module are crucial.

To this end, the course book or module is evaluated based on an evaluation checklist that the present researcher adapted them based on their importance for his research work from different writers' works that are mentioned above.

In the analysis process, since the module was designed for both first and second semester programs in the college, the researcher chose it as a vital material and analyzed. More to the point, to consolidate the findings, typical examples were also taken from the speaking tasks where citing seemed relevant through the micro-evaluation process.

In general, the course book (module) consists of 11 speaking activities. According to the institute, regular schedule was set out and these activities are expected to be covered within one academic year. Hereafter, the results of the analysis are summarized by condensing

those evaluation criteria, which are attached at Appendix A in to six big categories as follows:

4.1.2.1. Objectives

The module attempted to speculate the specific objectives at the beginning of each section so that the learner may be able to perceive what is expected from him/her after covering each lesson. However, in a general concept, the objectives of teaching speaking skill at the beginning of the module are not explicitly stated. In addition, from the 11 speaking activities in the module, the last four activities i.e. (debate, p.155, delivering a speech, p.157, requesting and offering help, (p.175) do not have specific objectives This in turn does not enable students (trainees) to master the syllabus' objectives for oral English since this is the primary goal of teaching speaking skill.

On the contrary, the general and some specific objectives in the module were written in learners' behavior. Although an attempt has been made to include all domains of learning for the presentation and practice of new language items, much attention was given to the cognitive domains of learning.

4.1.2.2. Language Content

Although the subject matter of the oral communicative activities were normally based on from the types of speaking activities and the aspects of the language system which are taught, it tried to relate the situations from students' day today activities.

Further looking at the content, one can say that the module is designed to cover the functional aspect of spoken English language. (Ahmed, et al 2006: i)

On top of that, while critically examining the spoken English course designed for second round second cycle Linear Trainees (5-8) grade teachers, and to see the selection and grading of language items that the material followed, it is essential to make a judgmental analysis of the major syllabus type used. The major syllabus type entirely used in the course material is the functional notional syllabus.

As it is evidenced from scholarly thoughts like Willis (2005), when spoken course materials are designed, it is better to include both the structural and notional functional syllabuses; however, the spoken module (Enla 121) does not contain the structural syllabus, which focuses on the English sound systems like segmental and suprasegmental features of a language including syllables.

As a matter of fact, in the course description that is attached at (Appendix D), there was an attempt to include the language pattern in the course under the structural syllabus, yet it did not totally appear in the Table of Contents in particular and in the entire course book in general.

As far as the functional notional syllabus is concerned, it dealt with introducing people, greetings and partings, opening and closing conversation, telephoning, asking and giving direction, invitations, debate, expressing likes and dislikes, requesting and offering help, etc.

In here, the activities seemed to appear, as (Ur 1996) suggests more of in the interactional uses of language in which the primary purposes for communication are social. The emphasis of the activities in the module gives the impression of creating harmonious interactions between participants rather than on communicating information. The transactional uses of language, which is basically message oriented and important in giving accurate and coherent communication of the message, seemed neglected in the course material.

Few dialogues, examples, styles, accompany the language functions in the module and activities. The language functions are not explicitly manifested in various situations. The exercises or classroom activities that are present in the module did not seem clear and interesting.

The language aspect of the instruction in almost all of the activities is not intense rather it is cumbersome and repetitive.

For instance, on page 14 of the module the instruction says, “*Look at these dialogues and discuss the questions that follow*”, *construct short dialogues using the wh-question*

beginners(p.35), *complete the following dialogue*(p.97), however, following the dialogues the questions are short answer questions that do not make students create or practice their own discourses. To elaborate this, the activity says, “*which dialogues are formal, what country does the dialogue take place in?*” etc. (p.19). For instance, on (p.67), there is an exercise, which says, “Change the following informal dialogue in to formal one”

A. Hi, Susan

B. Hi, Gedion

A. How are you feeling today?

B. Not bad...I am sorry I have to be off

For those trainees, such kind of activities may not attract them since the way they appeared do not invite them to take part with their colleagues and they also stated in their material for a number of times.

4.1.2.3. Organization

The organization of the activities is partially a topic related and task based which required an individual mode of classroom organization. However, the result found from the assessment using a checklist revealed that the tasks are organized in such away, it starts with the task which seems familiar and goes in the middle with a complex subject (which needs more steps and procedures to perform it) and proceeds to the simple one (which the students are required to do and need a very few steps or procedures to perform).

For example, the activity starts with Greetings → (P.1) → Introducing people → Telephoning (P.81) → Debate (155) → Asking and giving direction → Likes and dislikes (184) and goes like this. From this, as to the criteria of grading tasks in (Appendix A) clearly shows, it is likely to say that based on its complexity and learnability the activities ‘Likes and Dislikes’ and ‘Asking and giving directions’ should not come after ‘debate’ because they look like easy in the way that they organized.

As it is seen in the module and in its specific units, objectives are listed and out of those objectives, contents are presented. For example, each language functions is not presented overtly next to the introduction to what to do in each unit. Besides, the greater sense of

integration between the linguistic aspects and the communicative aspects are not seen. This is to mean that there is no connection between the linguistic and the functional area in the course material.

4.1.2.4. Integration with Language Skills

In keeping with the general approach adopted by the course writers, a few of the exercises in their sections endeavored to include communicative activities though their numbers are too few and of pedestrian in directing them. It is known that the basic goal and rationale of the course is to make learners communicatively competent, thus to make it real, activities need to be integrated with other skills (Brown and Yule, 1983), however, in this spoken course module, little attempt was done to integrate the skill of speaking with the other ones. For instance, under formal and informal greeting activities a question says, "*Explain the use of 'by the way and 'actually' (15)* in this respect; the writers' made little effort to integrate the skill of vocabulary under oral practice activities. In addition, on (p.96) the instruction on exercise 2 asked the students, *to phone the first brigade and report that the neighboring house is on fire and to write their dialogues*. In here, an attempt was also made to integrate the skill of speaking and writing though such kinds of instructions are rare in the entire modular material.

Generally, as a spoken language package and as some writers' works show, for instance, as Brown and Yule (1983) state, the speaking skill should be integrated at least with the listening skill. However, in the course material no attempt was made to integrate the speaking skill not only with that of the listening skill but also with other major skills except writing. As far as writing skill is concerned, the module asks the trainees to study the given dialogues and write another dialogue based on the example in such a way that speaking and writing skills are integrated under Enla 121 spoken module. On the contrary, the course book hardly includes pictures for communicative purposes.

The course book also seems to ignore the importance of pictures for communicative purposes, which is recommended to be included in the design of spoken course material by Bygate (1987).

As far as supporting materials for developing one's speaking ability are concerned, although some activities require audio-visual and recorded materials it is likely to say that those are almost absent in the module. Along with this, although the pedagogic task in the modular material seemed situationally authentic, there are no examples that are conveyed by authentic materials like pictures, recording of news, newspaper articles, brochures, etc, which are used in the classroom to expose the learners to language in real use.

The course in its general objective attempted to show up the sound system-i.e. segmental and suprasegmental features of a language, but as the researcher critically observed the course book and gathered information from the questionnaire and interview, he affirmed that there are no audio visual or recorded materials to teach those language items.

To sum up, an effort was made to check to what extent the speaking tasks are integrated with the other language skills. The findings from the content analysis showed that the majority of the speaking activities did not integrate the other skills except writing.

4.1.2.5 The Motivational Value of the Activities

As is explicitly seen in the course book, since the course material does not provide a large number and variety of oral communicative activities to the students in comparing to what is listed in most literatures, like in Nunan's 1989 work, it is difficult to say, the course book by itself motivates or stimulates learners with a very limited varieties of speaking activities.

The activities did not seem to appear with the genuine interest of the learners, since they did not take, account their educational level, their ages, their learning objectives and the composition of the class. For this and other circumstances (Harmer, 1991:42), consolidate the analysis that by presenting students with a variety of activities, which fit with their ages and educational backgrounds, we can ensure their continuing interest and involvement in the language program. Materials, which continually have the same activities, are not likely to sustain interest, particularly where the students have no extrinsic motivation and do not perceive any clear long-term goal. A program that presents variety of activities, practice-oriented one, on the other hand, is far more likely to continually engage the students' interest (ibid).

Moreover, the material does not have an attractive appearance (visuals, layout, typography, etc). Along with this, the activities in the material do not seem to appear to encourage the personal involvement of the learners' in the learning process (e.g., by talking about themselves or finding out about each other).

Although the activities require learners to work together at different settings, they are not designed in a way that allows them to communicate and cooperate in groups. Most of the activities in the module do not consider students to have a practice session in dialogues, in conversations, in role-plays, in solving problems, in spotting the differences, and the like. Rather the activities require the students only to write dialogues or to complete incomplete dialogues in their exercise books. Regarding this, oral practice activities seemed to be neglected and the activities do not appear to be relevant to the learners' interests.

Surprisingly, almost more than 90% of the instruction in all eleven sorts of activities in the course book invited the trainees to complete the uncompleted dialogue and to change the formal conversation in to informal and vice versa. From the above evidences, there will be a possibility to encounter a repetitive and monotonous like approach of designing an activity in the trainees' module that will probably bring a negative attitude towards the speaking activities in the material.

When the difficulty level of the tasks in the module is seen, they seemed to appear in an unchallenging and easy way for trainees' level.

4.1.2.6. Methods

The speaking activities in the module require pair and group work modes of classroom organization. This means, the majority of the speaking activities, which are portrayed in the spoken module demand situations where students carry out the task by participating orally with other(s). However, there is no activity that opens a way for them to co-operate with each other for practicing a language. Most of the direction (rubrics) demand the students to complete dialogues, to change the formal dialogues in to informal dialogues, etc (p.67, 69).

Therefore, the discussion held above shows that the speaking tasks in the trainees' course book disclosed that some insufficiency in the instructions used in such away that they lack

to show what and why students need to learn and have poor motivational capacity in most cases. As well, the prevailing values in the ‘teaching aim’, ‘the types of activities’, ‘interest to college students’, ‘improving motivation’, absence of challenges in performing the tasks in the classroom indicate that the nature of the tasks do not allow to include the very important variables that invite students to engage in the activities orally.

In a few words, the findings of the data on speaking activities through the content analysis displayed that they do not qualify most of the relevant criteria stated in the checklist, which students require in order to take part orally. The findings also ascertain that opportunities have not been taken to involve the students in meaningful and realistic communicative activities. Besides, many of the activities, therefore, have not been designed in such way that the trainees to work in pairs or in groups.

4.2 Analysis and Discussion of Students’ Responses to the Questionnaire

4.2.1 Students’ Attitude towards Practicing to Speak English

In an attempt to obtain information about how students view practicing to speak English, two items (1 and 2) were designed in the questionnaire. The responses were tabulated as follows:

Table 1. Students’ perceptions towards practicing to speak English

No	Item	Responses									
		strongly agree(5)		Agree(4)		Undecided (3)		Disagree(2)		Strongly disagree(1)	
		F	%	F	%	F	%	F	%	F	%
1	I think learning to speak is as important as for example grammar	1	1.42	3	4.9	-	-	28	40	38	54.3
2	I often enjoy learning to speak English, it is easy and interesting	2	2.8	3	4.2	-	-	36	51.4	29	41.4

*F=Frequency

In item 1 above, in which the respondents were asked if they think learning to speak is equally important as, for example, grammar, 66 (94%) of them expressed their disagreement. When we see item 2, which is concerned with students' learning experiences in speaking classes that they were asked if they enjoy learning to speak English, 65(92.8%) of the respondents conveyed their disagreement. The result from the above discussion shows that the respondents seem to lose their interest in learning to speak and shift their focus into other language skills.

The respondents are also seemed to incline negatively to the item, which in turn shows that they had negative attitude towards learning to speaking English language.

4.2.2 Qualities of the Speaking Activities Vis-à-vis Learners' Interests

In order to get information about the suitability of the activities for pair work, their qualities for grabbing learners' attention and their potential in containing a number of activities which go with the students needs and wants, three items(3,4,5) were designed and the responses were tabulated below.

Table 2: An assessment of the speaking activities suitability with regard to the students' interests

No	Item	Responses									
		Strongly(5) agree		Agree(4)		Undecided (3)		Disagree(2)		Strongly disagree(1)	
		F	%	F	%	F	%	F	%	F	%
3	Most of the speaking activities in my spoken module are suitable for group work	7	10	12	17.14	1	1.42	31	44.3	19	27.1
4	The speaking skill activities in my module are not interesting	15	21.4	35	50	-	-	12	17.1	8	11.4
5	Lack of various activities in the spoken material inhibits me to progress in speaking skill proficiency	27	38.5	30	42.8	1	1.42	10	14.3	2	2.8

In item 3, the respondents were asked how far the speaking activities in their spoken module are suitable for group work mode of organization. As can be seen from the Table, 50 (71.42%) of the respondents expressed their disagreement about the idea. Therefore, the

Table 3: An Assessment on the Motivational value of the speaking activities

No	Item	Responses									
		Strongly(5) agree		Agree(4)		Undecided(3)		Disagree(2)		Strongly disagree(1)	
		F	%	F	%	F	%	F	%	F	%
6	The speaking activities in the module do not motivate me to speak	20	28.8	28	40	3	4.3	12	17.1	7	14.1
7	My spoken module contributes a lot to me in increasing my feeling of confidence to talk to strangers	13	18.6	12	17.1	1	1.4-	36	51.4	8	11.4

In order to see the motivational value of the speaking activities that the trainees encounter in their spoken module, they were asked to show their intention towards the speaking activities. According to the respondents in item 6, 48(68.6%) of the respondents did say that the speaking activities that are depicted in their spoken module lack motivational values. Similarly, item 7 was posed to the respondents to get information about the activities in enabling the students to have self-reliance to talk to strangers. Regarding this, 44(62.8%) of the respondents admitted that the contribution of the module in making them to have a good confidence in interacting with foreigners is poor. However, 25(35.7%) of the respondents agreed that the contribution of the course book in increasing learners' feeling of confidence to talk to strangers is not as such too low. Although the contribution of the course book is not totally denied, the findings from the course book itself by analyzing its content together with this show that it does not look like an interesting and a remarkable one that enables learners communicatively competent in a language.

4.2.4 Students Perception towards the Importance of Speaking Activities

Under this section, two items (item 8 and 9) were designed to obtain information regarding the significance of speaking tasks for trainees' future professional career.

Table 4: Importance of the speaking activities in the module

No	Items	Responses									
		Strongly(5) agree		Agree(4)		Undecided(3)		Disagree(2)		Strongly(1) disagree	
		F	%	F	%	F	%	F	%	F	%
8	The speaking activities in my module are essential	18	25.7	24	34.3	-	-	18	25.7	10	14.3
9	I need to take the speaking activities as a model for my future teaching profession	17	24.3	18	25.7	2	2.8	19	27.1	14	20

As shown in the above Table, for item 8, 42(60%) of the respondents disclosed that their spoken module is essential for them. Where as 28(48%) of the respondents revealed that the significance of the activities in the module are limited. Thus, from this, one can easily infer that most of the trainees believe the speaking activities in their spoken module are essential.

As to the importance of the speaking activities and in taking them as a model to their professional career is concerned, 35 (50%) of the respondents said, the speaking activities need to be taken as a model for the teaching-learning practice.

In line with this, 2.8% of the respondents are of neutral about the idea. Lastly, 33(47.1%) of them revealed that, taking the speaking activities from the spoken module and using them as a model when trainees are going to take part in the teaching profession may not be as such practicable and have of a lesser importance as far as the qualities and importance of the speaking activities are concerned.

4.2.5 Students' Perceptions towards the Speaking Activities

This section was made to focus on mainly on students' attitudes to wards the role of the speaking activities in matching with students' real-life and their preference on the approach of the activities on their module.

Table 5: Assessment of the speaking activities towards students' attitude

No	Item	Responses										Sum
		Strongly(5) agree		Agree(4)		Undecided (3)		Disagree(2)		Strongly disagree(1)		
		F	%	F	%	F	%	F	%	F	%	
10	The speaking activities do not match with my every day activities	20	38.6	34	48.6	-	-	16	22.8	-	-	70
11	I don't like the speaking activities in my module	15	21.4	33	47.1	1	1.43	18	25.7	3	4.3	70

In order to see the trainees' attitude towards the speaking activities that are depicted in their spoken module, in item 10, they were asked if the speaking activities do not much with their every day activities, 54(77.1%) of them agreed with it. While, 16(22.8%) of the respondents disagreed with the idea since the speaking activities do not much with their every day activities.

As well, in item 11, 48 respondents out of 70 responded that they do not like the speaking activities in their module. This reveals that the respondents negatively inclined to the item. This in turn confirmed that the respondents had negative attitude regarding the speaking activities, which are rendered in their course book. Henceforth, the finding of the content analysis also seems to be in agreement with this where the speaking activities in their course material are not inspiring. However, as Brown(1987) states, attitudes with regard to language learning and participation in classes, learners possibly develop either positive or negative perceptions of the target language or on specific language skills like speaking, on learning process, etc due to their contact with other people in and outside classroom. Language learners obviously can benefit from positive attitude and that negative may lead to decreased motivation. Brown (1987) also notes that, 'teachers need to be aware that every one has both positive and negative attitudes. The negative attitudes can be changed, often by exposure to reality (1987: 127). Thus, as to the data and Brown's concept, students' lack of exposure to the real world through the various sorts of activities brings negative attitude and this in turn decreases students' motivation towards the tasks there.

4.2.6. The Contribution of the Spoken Course book

In a bid to obtain information regarding how the spoken module is pertinent in helping trainees' to practice the language inside and outside the classroom, three items(item 12,13,and 14) were designed in the questionnaire and analyzed as follows:

Table 6: *The degree of Contribution of the module*

No	Items	High(4)		Medium(3)		Hardly(2)		Never(1)		Sum
		F	%	F	%	F	%	F	%	
12	Feeling of confidence in talking to strangers-	12	17.1	50	71.4	6	8.6	2	2.8	70
13	Expressing opinions or ideas	10	14.3	42	60	10	14.3	8	11.4	70
14	Teaching profession	7	10	35	50	24	34.2	4	5.8	70

Trainees indicated that the degree of the contribution of the module towards the performance of students in some activities. Accordingly, 17.1%, 14.3%, 10% of the respondents disclosed that the spoken module has high potential of giving a feeling of confidence in talking to strangers, expressing opinions, contributing to teaching profession respectively. Others 71.4%, 60%, 50% of the respondents indicated that the module has medium contribution in activities like feeling of confidence in talking to strangers, in expressing opinions, assisting in teaching the language respectively.

From the above statistics as well as the statistics from the content analysis that the researcher had so far, it is possible to pin point that language is not an end in itself, but a means of conveying information and feeling about something. Non-linguistic content are few in the material, even they did not have interesting manner in bringing learners' actual involvement. Accordingly, they should be exploited to generate meaningful communication in the classroom. Materials having high quality should also provide learners the opportunity to take the language to pieces, study how it works and practice putting back together again. Materials should lead towards communicative tasks in which learners use the content and language knowledge they have acquired.

4.2.7 Possible Circumstances for Improving Speaking Ability

To obtain information with regard to students speaking skill development, two items (item, 15 and 16) were raised and analyzed as follows:

Table 7: some ways for developing one's speaking ability

No	Items	Responses										Sum
		strongly (5)agree		Agree(4)		Undecided(3)		Disagree(2)		Strongly disagree(1)		
		F	%	F	%	F	%	F	%	F	%	
15	I can develop my speaking skill if the teaching materials are designed communicatively	41	58.6	23	32.8	1	1.43	3	4.3	2	2.85	70
16	Practicing the language at any social setting gives the best benefit to enhance my speaking talent	40	57.1	25	35.7	-	-	5	7.1	-	-	70

F=Frequency

In item 15 the respondents were asked if the teaching materials are developed communicatively and are they able to develop their speaking proficiency?. From the data, 64 (91.4%) of the respondents agreed that they can possibly improve (develop) their speaking skill proficiency if the spoken material is designed communicatively, however, the rest 1(1.43%) and 5(7.14%) of the respondents said that they have a neutral idea and do not totally agree with the idea of improving the spoken language proficiency with the greater role of designing the material communicatively respectively.

From this, it is likely to say that preparing the spoken materials in view of the communicative language teaching method plays an important role in helping students to develop their speaking language proficiency and the material by itself has of significant role for the students communicative language achievement.

Similarly, item 16 talks about ways for students progress in speaking the language, almost 65(92.8%) of the respondents agreed that on the benefits of practicing the language at any

social settings for improving their speaking ability, however, few students i.e. 5(7%) of the total respondents did not consent on the impression.

4.2.8 The Degree of Clarity and Real-world ness of the Activities

Two items (item, 17 and 18) were asked to get an information regarding the intelligibility of the exercises, activities and their practices in real-life situation.

Table 8: Activities clarity and use in real situation

No	Item	Responses								
		High		Medium		Least		Not at all		Sum
		F	%	F	%	F	%	F	%	
17	The degree of clarity of the activities, and exercise found in the spoken English module	14	20	30	42.8	19	27.1	7	10	70
18	The degree of use of the activities in real-life situations	2	2.8	31	44.3	29	41.4	8	11.4	70

Regarding the extent to which the activities and exercises are clear and easy to use, 20% of the respondents said that there is a high degree of clarity whereas 42.8% said medium, 27.1% said least and finally, (10%) from the over all respondents responded that the speaking activities are not clear at all. From the responses obtained, it is clear that the simplicity and intelligibility of the speaking activities and exercises are not as such too easy to understand and clear to use for the trainees rather they have intermediate clarity.

As to the use of the activities found in the module in real-life situation, 2.8% of the respondents responded that there is a high relation, where as 44.3% responded medium association. In addition, 41.4% and 11.4% of the respondents responded that the significance of the speaking activities in real-life situation is least and not at all respectively. From this, one can easily reckon that most of the trainees are not able to use the speaking activities that are found on their spoken module in real life situations.

Along with this, the findings with regard to the circumstances that the researcher had got so far seems to show that there is poor appearance of the speaking tasks in reflecting real world situations on the trainees' modular material.

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4.2.9 Learners' Involvement and Occurrence of Interaction in Activities

This section was concerned with trainees' involvement in spoken English activities and the rate of occurrences using English with their partners. In order to obtain this information, two items (19 and 20) were designed.

Table 9: Participation of trainees' and frequency of using English

No	Items	Responses								Sum
		Always		Sometimes		Rarely		never		
		F	%	F	%	F	%	F	%	
19	Participation of trainees' in spoken English activities	7	10	48	68.5	12	17.1	3	4.3	70
20	Frequency of using English with colleagues	-	-	53	75.7	17	24.3	-	-	-

Trainees were asked to show their participation and use of English with their colleagues. Accordingly, the majority of the trainees (68%) responded that they sometimes participate in speaking skill activities. In order to check the occurrence of using English with their partners, they were asked how frequently they use English among themselves. Consequently, 75.7% of the respondents said that they sometimes work together with their colleagues in using spoken English.

From the findings of both the content analysis and the questionnaire statistics, it is likely to say that students' participation in the tasks (activities) of their module and interacting with their classmates seemed very limited.

4.2.10 Availability of Varied Activities in the Spoken Module

Under this part, one item (21) was designed to obtain some information about the presence of varied activities in the module, which enable learners to endorse oral practice in peers.

Table 10: Availability of Activities

No	Item	Responses				Sum
		Yes		No		
		F	%	F	%	
21	Accessibility of activities to promote practice with classmates	32	45.7	38	54.3	70

As shown in the above Table, significant number of respondents (54.3%) indicated that the spoken module does not contain a number of activities to promote practice with colleagues and 45.7% of the respondents responded that there is an availability of the speaking tasks (activities) in their spoken module.

In this respect, as the present researcher also noticed the trainees' module, he has got almost 11 activities for the first and second semester schedule in it, however, the way they structured and schemed too do not seem to foster learners to practice them with their colleagues

4.2.11. Communicative Activities

Under this section, one item was designed to obtain information about activities, which are designed to provoke spoken communication between students and/or between the teacher and the students (Harmer, 1991:122).

Table 11: Classroom teaching and learning techniques

No	Items	Role play		Simulation		Dialogue		Games		Drama	
		F	%	F	%	F	%	F	%	F	%
22	classroom teaching and learning techniques are appropriate and helpful to develop speaking skill	13	18.6	9	12.85	30	40.85	10	14.3	8	11.43

Out of the diverse speaking activities which are endorsed by a number of classroom leadership and learning techniques that trainees are expected to engage in, 30(42.85%) of the respondents disclosed that dialogue was found to be the suitable and valuable classroom teaching and learning technique. Some others (18.6%) of the respondents alleged that role-play is the most appropriate and helpful technique. However, the rest respondents

responded that simulation; games and drama have their own contributions for one's improvement on speaking skill with a percentage of 12.85%, 14.3%, and 14.3% respectively. From this, as Harmer (1991) also states, one can easily presume that dialogue; role-play, games, simulation and drama, etc are some of the basic classroom teaching and learning techniques that are helpful and appropriate for the progress of oral speaking proficiency.

4.2.12 . Key Areas of Difficulties that Challenge Students speaking Ability

This section was concerned with certain areas of activities difficulty that are presumably expected to bring trouble in learners speaking proficiency. For this, six sub-items (22.1, 22.2, 22.3, 22.4, 22.5, and 22.6) were designed and analyzed as follows:

Table 12: Trainees' difficulty in some activities

No	Item	Responses							
		Always		Sometimes		Seldom		Never	
		F	%	F	%	F	%	F	%
22.1	Explaining opinions	22	31.4	38	54.3	8	11.4	2	2.8
22.2	Introducing people	17	24.3	39	55.7	9	12.8	5	7.1
22.3	In delivering a speech	46	65.7	18	25.7	5	7.1	1	1.43
22.4	In expressing likes and dislikes	7	10	13	18.6	18	25.7	22	31.4
22.5	Imparting the subject matter to students	37	52.8	23	32.8	6	8.6	4	5.7
22.6	In performing a debate	42	60	21	30	7	10	-	-

With the intention of identifying the problems that the trainees encounter in their spoken ability, they were inquired to show the degree to which they face difficulty in some key areas of speaking activities. Hence, respondents did say that they sometimes encounter difficulties in explaining opinions(54.3%), introducing people (55.7%), in delivering speech(25.7%), in expressing likes and dislikes(18.6%), in imparting the subject matter to students and in performing debate(32.8%) and (30%) respectively.

On top of this, more than half of the respondents responded that they always have serious difficulties in delivering a speech (65.7), in imparting the subject matter to students (52.8%) and in performing a debate 60%. No student is free from the difficulties of performing a debate in the classroom.



For the three points above, i.e. in delivering a speech, imparting the subject matter to friends, and in performing a debate learners' problems; Brown and Yule(1983:b) in Nunan (1991) implied that the activities ineffectiveness in motivating students, their poor organization(grading) in the course material, and lack of practicing them in an unfamiliar settings could be considered as one of the oral interactive problem. For this, they proposed a solution and which is using a series of short tasks conducted under what they described as ideal conditions and with different content and different demands to sustain the interest of the people. Like wise, the researcher also encountered the difficulty level of delivering a speech, debate activities, and came across that in criticizing the learners' material organization through his content analysis. Like the findings that he got from the content analysis, students believed that these sorts of activities are difficult for them. Accordingly, this signifies that the correct sequence of activities ought to be carried out in their correct grading form either from (simple to complex), (from most to least difficult), (most interesting to least interesting), (most useful to less useful), etc Byrne (1986:87).

4.2.13 Comparison between Course material problem and other factors

In order to get information regarding the common effect of both the course material(module) problem and students' being shy and worried about making mistakes and ideas in expressing opinions(under psychological factor), five items (23.1, 23.2, 23.3., 23.4. and 23. 5) were designed. The responses were tabulated as follows:

Table 13: Possible difficulties of trainees' in practicing spoken English

No	Item	Responses							
		Usually(4)		Sometimes(3)		Rarely(2)		Never(1)	
		F	%	F	%	F	%	F	%
23.1	Lack of various activities in the spoken module	42	60	25	35.7	2	2.8	1	1.4
23.2	Not knowing how to say or express opinion	2	2.8	31	44.3	27	38.6	10	14.3
23.3	Worrying about making mistakes in speaking the language	43	61.4	16	22.8	7	10	4	5.7
23.4	Lack of interesting activities in the module	38	54.3	22	31.4	8	11.4	2	2.8
23.5	Lack of enough exercises and activities in the module for practicing them in the CR.	40	57.1	23	32.8	4	5.7	3	4.3

In the above Table, trainees were asked to show the degree of difficulty of spoken language in certain set of factors. From these, item no. 25.1, 25.4, 25.5 were posed to get information from the students concerning the materials that are essential for students' success in speaking the language, whereas the rest questions were posed to them in order to get information about set of behaviors.

Accordingly, the trainees indicated their problems in not having various speaking activities affect usually them in their spoken module (60%), not knowing how to say or express opinions (2.8%), worrying about making mistakes in speaking the language (61.4%), lack of interesting speaking activities in their module (54.3%), lack of enough exercises and activities in the module for practicing them in the classroom (57.1).

From this, it is possible to infer that the effect of both problems in bringing difficulty for students and in not enabling students to progress their speaking proficiency seem have almost an equal impact on their performances.

Although the problem of lack of ideas and opinions is not directly related to language problem, it may hinder trainees' participation. Accordingly, (44.3%) of the trainees said that they sometimes have lack of ideas and opinions.

Therefore, to encourage participation, activities should arise from the scope of knowledge of the trainees. In line with this, (Ur 1996:20) displays that speaking activities should be successful when their motivational values in making students interested in the topics, exercises, activities, varieties, level of difficulties in making learners eager to speak because they have interested in them and have something new to say about or because they want to contribute for achieving a task objective.

4.2.14 Supplementary Materials for Integrated Language Skills

Under this part, four items (24.1, 24.2, 24.3 and 24.4) were designed to obtain some information about additional teaching aids that are essential for one's integrated skills development, especially speaking and listening skills improvement.

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Table 14: Degree of Using Additional Materials

No	Item	Responses							
		Usually(4)		Sometimes(3)		Rarely(2)		Never(1)	
		F	%	F	%	F	%	F	%
24.1	Radio	-	-	20	28.6	16	22.8	34	48.6
24.2	TV	-	-	4	5.7	10	14.3	56	80
24.3	Tape recorder	1	1.43	2	2.8	7	10	60	85.7
24.4	Language laboratory	-	-	-	-	-	-	-	-

To assist students to develop their speaking proficiency, additional materials beyond the module have of paramount importance and trainees are expected to use resources like radio, TV, tape recorder and language laboratory. As it is indicated in the above Table, some students said they sometimes use radio, and no respondents replied usually.

Others reported they rarely and never use them. Nevertheless, all respondents (100%) of them revealed that they never use a language laboratory.

Although the many good intentions of both learners and teachers, the transition from the classroom to the realities of the workplace is often times a difficult one. In authentic conversations, people listen first for the intent of what others are saying, and then only incidentally for how they are saying it. However, in classroom situation this is dominated by the view in which the important thing is the forms, patterns, grammar and phonology. Learners who have the chance of only being exposed to the classroom language may find it difficult to communicate with people who speak the language for real purpose outside the classroom. Thus, it appears that knowledge gained from language as structure does not automatically become knowledge of how the language become a tool for its users.

Concerning this, students should develop the habit of listening to the radio, TV and tape recorder, which have the potential and reflecting the real world language. However, trainees' exposure in this case seems unsatisfactory. Besides, a language laboratory, which is used for the purpose of developing students' language ability (listening and speaking), has an at most importance in practicing the language (Wilga and Temperley, 1978). However, all trainees disclosed that they never use a language laboratory. This seems to

Table 14: Degree of Using Additional Materials

No	Item	Responses							
		Usually(4)		Sometimes(3)		Rarely(2)		Never(1)	
		F	%	F	%	F	%	F	%
24.1	Radio	-	-	20	28.6	16	22.8	34	48.6
24.2	TV	-	-	4	5.7	10	14.3	56	80
24.3	Tape recorder	1	1.43	2	2.8	7	10	60	85.7
24.4	Language laboratory	-	-	-	-	-	-	-	-

To assist students to develop their speaking proficiency, additional materials beyond the module have of paramount importance and trainees are expected to use resources like radio, TV, tape recorder and language laboratory. As it is indicated in the above Table, some students said they sometimes use radio, and no respondents replied usually.

Others reported they rarely and never use them. Nevertheless, all respondents (100%) of them revealed that they never use a language laboratory.

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denote that the degree of using additional materials to improve speaking skill not at the level expected. Besides, as the present researcher also noticed from the trainees' course module through the content analysis, the modular material does not seem to contain an integrated listening and speaking activities that require a language laboratory, which makes students effective in both the receptive and productive skills.

4.2.15 Types of Classroom Teaching- Learning organization

In order to get information regarding the types of classroom learning and teaching organization that the trainees prefer, 1 item was designed and the responses of the students were tabulated as follows:

Table 15: Modes of classroom Organization

No	Items	Whole class discussion		Group work		Pair work		Individu al work
		F	%	F	%	F	%	F
25	Mode of classroom learning organization fits the learners' interests	13	18.6	40	57.1	12	17.1	5

With the intention of labeling learners' classroom mode of learning organization, students were inquired to state the types of strategy they preferred most.

The majority 40(57.1%) of respondents put forwarded that group work is the most common classroom organization they prefer most. Like all learning activities, group work can help learning by providing an opportunity for learners to get exposure to the language that they can understand and, gives learners exposure to a range of language items and language functions. On top of this, it allows learners to develop fluency in the use of language features that they have learned.

In proportion to this, as it is indicated in the above Table, few trainees, i.e. 18.6%, 17.1%, 7.1% of the respondents chose for whole-class discussion, pair and individual work respectively. Modes of learning organizations are chosen on the basis of their appropriacy and convenience to the practice of communicating activities (Harmer, 1991). The above Table disclosed that most trainees do not seem to favor whole class discussion, pair and individual work.

However, since these learning organizations are also important in the development of communicative skills, teachers (instructors) should guide the trainees on how they can use them

4.3. Analysis and Discussion of Teachers' Interviews

In order to obtain information regarding the appropriateness of the speaking activities that are depicted in the students' spoken module in addressing learners' interests and to check the attitudes of the teachers' towards those activities, some interview items were designed. Besides, in the interview items, teachers' views in teaching speaking skills, the teaching learning methods (mode of classroom organization) and the like were raised and asked. In line with this, the interview was also intended to check either the spoken module is efficient in terms of aims, content organization, sequence and the like.

Hence, with these purposes in mind, three college teachers (trainers) were interviewed and the results are summarized as follows:

4.3.1 Interviewees' Responses towards the Motivational values of Speaking Activities

In replying to item 1, which asked how the speaking activities are motivating and interesting, all the three interviewed teachers indicated that the speaking activities that are portrayed in Enla 121 spoken module are not interesting and motivating.

As an evidence, one of the interviewed teachers said:

As we know, the majority of this college students have passed ten or twelve years in learning English in their elementary and high school grade levels in learning the larger aspect of grammar, but designing and giving spoken course for those students who were not experienced a lot in taking part in speaking activities there is appreciable, yet designing an activity which do not evoke learners interest, which do not motivate students, which do not take learners' educational level in to consideration brings a serious impact for students language performance. Truly speaking, as to me the speaking activities in the trainees' modular material are not interesting and motivating.

The findings of the content analysis and students' questionnaires also seem to be in harmony with those of the above interviewees.

The interviewees replying to item 2, all of them explained that they have tried to motivate and support their students so that the students can participate in pair or group in those speaking activities, nevertheless, those teachers also admitted that they did not have an inspiring outcome. For this, one interviewed teacher forwarded his idea in the following fashion:

In fact, the presence of a number of problems to organize the students in pairs or groups should not be denied. For instance, little time given for students in taking part in the speaking activities, the absence of practice session, (almost giving little time to practice session), having a number of students in a class inhibits me not to give feedback for all learners. As well their numbers, lack of supplementary materials, absence of language laboratory, and so on impede me not to motivate and encourage my students a lot. Despite these difficulties, I tried different methods to motivate them like by exposing them in an impromptu speech in the classroom, by creating an interesting real-life situation and ask them to practice the activity in front of the classroom, by preparing my own work sheets and giving it to them and so on. Yet, no promising change I have obtained out of these.

In here, the present researcher also assured that from his content analysis and students' questionnaires the problem that the above teacher mentioned, like the absence of language laboratory, the absence of real-life activities, and unsuited time given for the spoken course seem apt to the findings to the problem mentioned above.

As to item 3, interviewees were asked to evaluate the contents of speaking activities found in the spoken module in terms of variety, real worldness, clarity, suitability and their potential in reflecting learners' needs and interests, all of them replied that the contents of the activities are not manifested in different types of language use at different types of situation.

Concisely, they said, "*the activities are not varied and suitable*". Besides, two of the interviewees said that despite the activities reflect real worldness to the mind of the students, they did not appear in an exciting appropriate, and interesting manner in the course book. However, one interviewee stated that although the activities lack verity in

their approach for fulfilling learners' needs, their suitability and real world ness in reflecting learners' needs should not be denied.

The findings of the content analysis and students' questionnaire also seem to be in accordance with the above two interviewees' views with respect to the contents lack verity in casting speaking activities, in leaving the paucity of unclear and un suitable appearances of the speaking activities too.

4.3.2 Interview Responses to the Mode of Classroom Learning and Teaching organization

Regarding item 4, the interviewees were asked if they think the speaking activities are suitable for pair or group work discussion, in this respect, all of the interviewed teachers' agreed that all the activities require pair or group work, however, the way they were designed or prepared is not in a proper way. For instance, some activities in their instruction part stated that please complete the incomplete dialogues, write down a dialogue, etc. Nevertheless, if the instructions (directions) asked the students to write down a dialogue (conversation) and practice them with their friends, they would be interesting and enable the students to have a critical thinking and deep understanding about the activities. To this end, almost all of the interviewees indicated that the design of activities and the way the instructions posed in the course material are not more or less in a right manner for pair or group work practices.

4.3.3 Interview Responses towards the Design of Spoken English Module

Asked to state how the content of spoken module is organized in interview item 5, all the three interviewees said that the content seemed to organize on bases of structures and functions. As to them, in the course description of Enla121 spoken module(see Appendix E) there is a point that talks about the structural aspects of a language, i.e., pronunciations, stress, English sounds and the like, but these parts are not included in the module's body part.

Unlike the structural content of the language, the module contains areas, which concern about functions. Topics like greetings, introduction with people, telephoning, shopping, etc

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can be taken for function. As far as the organization of the skills is concerned, all interviewees stated that speaking skill is integrated only with the writing one. They further said that integrating the skill of speaking with that of listening is almost totally excluded in the spoken module.

The findings that the researcher dug up from the content analysis and students' questionnaires also confirmed that the module comprises only the functional aspect of the language and ignores to talk about pronunciation, suprasegmental and segmental features of a language.

Replying to item 6, 1 interviewee agreed that the content in the spoken module is sequenced on the basis of complexity (simple to complex). While the rest 2 interviewees replied that the content is not organized in its normal pattern, i.e., from simple to complex rather it is organized in a disorganized or random way. In short, its sequence is incomprehensible. Besides, they reported that the progression and grading of the content are not apt for the learners because they do not deal with the language function and structures each at a time. In line with this, except the first interviewee, the rest ones (66.7%) of them described that the module does not comprise a lot of miscellaneous and wide-ranging activities in respect to the right level of the trainees. Hence, this thought seemed to reveal that the spoken module (Enla 121) does not contribute a lot to the overall personal and professional growth of the trainees.

Regarding item 7, the interviewed teachers were asked about the spoken course book in helping trainees to communicate effectively in spoken English, all of the interviewees like the majority of the respondents in the questionnaires part replied that the importance of the module is not as such noteworthy in making students effective in spoken language proficiency. To be precise, the students were asked so far about the concept of the importance of their spoken module in expressing their views and feelings, to triangulate both findings, the respondents in the questionnaire reported about the ineffectiveness of the spoken module in expressing their views and to make a conversation about their feelings. Teachers in their part also have a common understanding like their students in the argument that is raised above.

In item 8, they were asked if they have observed any mismatch between the needs of their students and the activities. For this, two interviewed teachers forwarded their interpolation as follows:

The first teacher said:

Sure, certain activities do not take in to consideration the learners' actual needs and wants as well as the organization of the course do not look like to have a clear and interesting appearance (pattern)..... When I give exercises that I adapted from different reference books, the majority of the students eager to take part, while when I give home take assignments from the module some of them seemed reluctant in doing those activities.....may be repetitiveness of activities with the same approach.....

He also added:

In my opinion almost all of the course materials in our institute were written without considering the learners' needs and interests so that preparing materials without considering the needs of the learners brings a serious problem in the teaching learning interaction. Henceforth, immediate action should be taken for the preparation and design of material.

Along with this, the second interviewee forwarded his view as follows:

At times students prefer a comprehensive teaching learning interaction of grammatical language items since they had had a good experience in their high school academic pastimes. Therefore, in my opinion students prefer to spend much time in grammar rather than in spoken language.

According to him, students have a negative attitude towards the speaking activities that are in their spoken course module.

The last one interviewee had a contradictory concept with that of the above two interviewees. As to him, for the question above, he said,

In my course of action, since the majority of students show greater participation on some of the activities, I feel that the activities are interesting. where as, when I see some students lack an enthusiasm on some of the other activities, I think that the activities are not good so that I can say that almost the greater part of the activities go with the need and

interest of the trainees despite several and thought-provoking speaking activities that the students need are absent in the modular material.

For these reasons, as the present researcher also critically observed the students' course material in his content analysis part, like the first two above interviewees, he witnessed that the activities, examples and approaches that are portrayed in Enla 121 spoken course module are some what in an anonymous way, as well they did not seem to appear in stimulating manner and cannot reflect different pedagogical rationale. To this end, the activities in the module do not seem to go with the needs and interests of the learners.

Regarding item 9, teachers were also asked to propose what would be included in the course and what improvements should be made on the speaking activities, all of the interviewees proposed that the use of language for presenting a speech in conferences and other seminars and in expressing ideas at different social settings should be supplemented in the material. Along with this, they put forwarded that when course materials are designed in general and activities in particular, designers should consider the theoretical perspectives censoriously. Likewise, those activities should not be prepared in a rush rather they ought to consider painstaking plan. Further to this, one interviewee said, "*Additional practice of both speaking and listening activities should be present in the students' module and they should be given to them*".

He further reported that language laboratory needs to be present. "*In our institute, I can say that there is no language laboratory, no audio-visual teaching aids which are essential for one's speaking and listening skills improvements. Accordingly, they need to be present, If this is so, improvements in oral skills come soon,*" said the second interviewee.

As the researcher also glimpsed on the trainees' course book so far, what the above interviewees mentioned the key aspects in improving one's speaking proficiency, he assured that they were almost nil in helping them to improve their spoken language talent.

At last, all interviewed teachers seemed to agree on the inspiration that in increasing students' participation either in the classroom or outside of it, activities should make learners to take part a pair or group work mode of classroom learning and teaching.

In item 10, they were asked what solution(s) they would suggest to enhance the quality and effectiveness of the students' participation in speaking activities, nearly every one of the interviewed teachers suggested that creating various speaking opportunities where students have adequately practice to speaking in English in school compound and outside. In addition, making the course in general and the speaking activities in particular authentic and localized are essential. Besides, all of them agreed that English Language Clubs like the English Language Improvement Center (ELIC) should be systematized in the trainees' institute. Eventually, they suggested that continuous material adaptation by considering the needs of the learners with regard to the activities or tasks is eminent. To this end, Illola et al (1989) stated that by carefully structuring the activities teachers could reduce the possible effect of the students' spoken language inadequacy.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

As stated in the introductory part of this paper, the main objective of the study was to assess the appropriateness of the speaking activities which are included in the trainees' spoken module of Dessie College of Teacher Education (DCTE) and to see whether the tasks(activities) are appropriately designed with respect to the basic task designing criteria or not. For this purpose, unified areas of teaching speaking English were examined. For instance, teachers' and students' attitudes towards the speaking tasks in the spoken module and the micro-evaluation of the speaking tasks (activities) in the trainees' module in examining the appropriateness of the speaking tasks for their oral participation was carried out. As a whole, three research instruments were used. These were content analysis, students' questionnaires, and teachers' interview. Analyzing and interpreting the content of the trainees' English spoken module (Enla121) by using an evaluation checklist was used to decide whether the speaking tasks were appropriate for the methods, procedures, and the overall teaching/learning process of spoken English language. Likewise, the data gathered through the above instruments were also analyzed qualitatively and quantitatively.

Basically, the findings from the content analysis of students' spoken module illustrated, the inappropriateness of the speaking activities (tasks) used in their module, in addition, the analysis of students' and teachers' attitudes towards the activities statistics showed that students' negative attitudes towards learning to speak English in general and the speaking activities in particular. Moreover, the method (pair/group modes of learning), the teaching/learning process were also contributed for restraining learners' participation in the speaking activities.

Pertaining to the trainees' course book, the speaking activities there were evaluated by various sorts of major task evaluation criteria. To make matters clear, the objectives of teaching speaking skill, the language content of the speaking activities, the organization of the tasks, the integration of language skills, the motivational values of the speaking activities, and lastly the method were analyzed critically.

Moreover, the findings indicated that the pertinence of the speaking activities which are present in trainees' spoken module did not seem to address the learners' needs and interests; likewise, the approach (pattern) that the speaking activities depicted in the module did not pave the way for the implementation of the learning method (pair/group modes of learning). Teachers' views in teaching speaking skills by implementing pair/group modes of learning were also restrained by the above problems that are apparent on the speaking tasks.

5.2. Conclusions

Based on the investigations of the study, the following conclusions were forwarded:

As is stated a number of times in the entire research work, this study was accomplished to assess the appropriateness of the speaking activities in the trainees' spoken module of Dessie College of Teacher Education (DCTE) with respect to addressing the learners' interests and to see whether the tasks (activities) are appropriately designed or not.

In this fashion, students' attitude towards spoken language in general and the speaking activities in particular, the appropriateness of the speaking activities in the trainees' module, the extent of contribution of the trainees' spoken module, the accessibility and occurrence of the activities in making students effective in speaking the language, the clarity and design of the activities in using them in real-world situation were the spotlights that the investigation was adapted. To this end, the followings are pinpointed as the results of the research.

1. Regarding Teacher-learner Attitudes

The statistics regarding the perceptions of students to learn speaking English as a whole and the speaking activities in the module in particular disclosed that it is very poor.

Students revealed that learning to speak is not as relevant for example, grammar. They also indicated that they prefer to learn other English language skills than speaking skills. Consequently, it is likely to reckon that students have negative attitude towards learning to speak in general and the speaking tasks (activities) in the course material in particular.

2. Regarding the Motivational Values of the Tasks

As the researcher also perceived from the course material itself and as the majority of the trainees responded in the questionnaire and the interview too, the speaking activities were not interesting and did not go with their needs to participate either in the classroom or outside of it. This may be due to the rush design and ineffectiveness of the tasks in the modular material, and in not inviting trainees to work together with their colleagues in real-world and interesting situation. No matter how, students' negative attitude towards the speaking activities was taken as a constraint for students inability in this productive skill.

The activities and exercises found in the spoken course module did not seem enough, clear and do not require trainees' deep understanding in practicing them. Although the topics of the activities looked to reflect real-world situations, the way that they appeared in the module did not actually make them real and hide their quality. In addition, the module in general and the activities in particular have almost little contribution for the teaching profession and medium in giving trainees a feeling of confidence to talk to strangers, express opinions or ideas.

It is clear that speaking activities, which are slotted in the spoken module, assist trainees to practice the language. However, in the context of this spoken module (Enla121), it is found out that it did not comprise plenty of activities to foster practices. Though there are few activities, trainees are not using them regularly. This entails that the parallel effect of the approach in the module in not incorporating many and interesting activities and the absence of practice session of the activities in the module bring an ample problem in students spoken language proficiency.

3. Regarding Techniques, Methods and Presentation

Trainers (college teachers) displayed that the speaking activities are not appropriate owing to the reasons of preparing or designing materials in inconsiderable manner, in not writing materials based on the theoretical perspectives and eventually, the activities did not seem interesting, relevant, motivating, good for pair\group work etc. Besides, they thought the degree to which the speaking activities' capacity to shift students' attention from accuracy into fluency is unsatisfactory.

The findings of the content analysis about the speaking activities too confirmed that the teaching/learning practices failed to provide purposes, and clear instruction. Moreover, the

procedure of the tasks in giving plenty of chances for trainees to take part in the classroom is inadequate and weak. Along with this, the approach of the topics in their instruction failed in creating positive classroom learning atmosphere. In due course, the situation brought insufficient practice of the activities in a classroom by using either pair/group work mode of classroom organization.

Concerning the use of supplementary materials, as the findings from the content analysis showed and as most of the respondents in the questionnaires and interview revealed that there is no language laboratory and consequently, using radio, TV, tape recorder were almost restrained in the institute. Accordingly, in authentic situation, learners cope with real communication which is unstructured and, hence, can find challenging, if not, they practice their English by supplementing the above material on the occasion that is needed

It is realized that the trainees sometimes take part in speaking skill activities and communicate with their colleagues in English. Likewise, as the findings from the students' questionnaires revealed that dialogue, role-play, simulation, games and drama are of some of the techniques that speaking activities could be conveyed through them. Thus, a number of students believed that dialogue is more preferable for them to engage in various speaking activities than the rest ones though the researcher did not found a few activities that enable trainees in using these speaking activities channels.

4. Regarding the Organization of Activities

As the findings drawn from both the present researcher's content analysis work and trainees questionnaires showed, the clarity and lay out of the module is not interesting. Although the learning objectives in some parts of the topic were overtly stated, in some parts, they were totally absent, the organization of the content did not look like in a suitable and proper mode.

Pertaining to the learning organization, as the findings from teachers' interview showed, though pair/ group work have their own advantages and disadvantages, due to the prevailing conditions (students' number, time, etc), which occur in the classroom, they did not usually use them, yet it should not be denied that there is a possibility to learners to use whatever the opportunity is to work together with their peers. In proportion to this, trainees believed that the importance of group work for developing one's speaking skill is crucial.

All in all, from the above basic premises, it is possible to deduce an inspiration that the spoken module has little contributions and several drawbacks as far as the objectives of the research work is concerned.

5.3. Recommendations

From the research findings, the present researcher has made the following recommendations:

1. It is essential to address the growing needs of students to become proficient in speaking English by giving due emphasis to what students require to participate orally in speaking activities often presented in group or pair modes of learning.
2. By considering the teachers' workload and their experiences in preparing or designing course materials, the regional educational bureau or the Ministry of Education should prepare and send consistent course modules (teaching materials) for Teachers' Training Institutes.
3. Continuous course material adaptation based on the appropriateness of the activities for communicative goals should be practiced on the speaking tasks and activities so that they become suitable for individual, pair/group work whenever needed and to provide interesting, real world, practice oriented, varied supplementary tasks.
4. The program (syllabus) to be prepared ought to take in hand the question of methodology, too. It should enable the learners and the teachers to use pair and group work, simulations, games and dramas.
5. While establishing language laboratories are fundamental for the development of integrated skills like speaking and listening, it is advisable to incorporate recorded materials with the course book to facilitate listening skill as well as sharpen the pronunciation ability of the students.

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APPENDIX-A

CHECKLIST FOR EVALUATING SPEAKING TASKS

Goals and Rationale

- To what extent the objective and the goal or goals of the task obvious to the students and teachers?
- Is the task appropriate to the learners' proficiency level?
- To what extent does the task reflect a real-world or pedagogic rationale? Is this appropriate?
- Does the activity (task) encourage learners to apply classroom learning to the real-world?
- Is the task likely to be interesting and motivating to the students?

Motivation and the Learner

- Does the material have variety?
- Are the subject matter and the activities likely to be of genuine interest to the learners, taking in to account their age, social background and cultural background, their learning objectives and the composition of the class?
- Does the materials have an attractive appearance (visual, layout, typography, etc)
- Do the activities in the material encourage the personal involvement of the learners in the learning process (e.g. by talking about themselves or finding out about each other?)
- How much responsibility for the learning process is to be assumed by the learners themselves, individually or collectively
- Is there a competitive or problem solving element in the learning activities?

Activities

- Are the activities appropriate to the communicative goals of the task?
- If not, can they be modified to make them more appropriate?
- Is the task designed to stimulate students to use bottom- up or top-down processing skills?
- Is there an information gap or problem, which might prompt a negotiation of meaning?
- Are the activities appropriate to the in put data?
- Are the activities designed in a way, which will allow learners to communicate and cooperate in groups?

-Are the activities adequate in number?

-Are the activities varied?

Are the activities appropriate to the given context?

-Are the activities relevant to the learners' needs and interests?

Are the activities meaningful?

Grading and Integration

-Is the task at the appropriate level of difficulty for the students?

-If not, is there any way in which the task might be modified in order to make it either easier or more challenging?

-Is the task so structured that it can be undertaken at different levels of difficulty?

-What are the principles upon which the tasks are sequenced?

-Are a range of macro skills integrated in to the sequence of tasks?

-If not, can you think of ways in which they might be integrated?

-At the level of the unit or lesson, are communicative tasks integrated with other activities and exercises designed to provide learners' with mastery of the linguistic system?

-If not, are there ways in which such activities might be introduced?

-Do the tasks incorporate exercises in learning –how-to-learn?

-If not, are there ways in which such exercises might be introduced?

Language Content

What aspects of the language system are taught? To what extent is, the material based upon or organized around the teaching of

-language form?

-language function?

-patterns of communicative interaction?

Selection and Grading of Language Items

-Does the material follow

a) A structural syllabus

B) A functional syllabus

-Is the selection and sequence of language to be taught based on?

- a) An attempt to identify probable student need (student- centered approach)
- b) The internal structure of the language (subject-centered approach)

Presentation and Practice of New Language Items

-What are the underlying characteristics of the approach to language teaching?

- a) Influence of the behaviorists learning theory
- b) Influence of the cognitive view
- c) A combination of both
- d) Other influences (e.g. Group dynamics, humanistic education)

-Is there any systematic attempt to teach the phonological (sound) system? If so, comment on content and method of teaching under the following headings:

- a) Recognition of individual sounds (phonemes)
- b) Production of individual sounds (phonemes)
- c) Recognition and understanding of stress patterns and intonation contours
- d) Production (in appropriate contexts) of stress patterns and intonation contours

Developing Language Skills and Communicative Abilities

-Free production of speech

-What activities are there for free productions of spoken English?

-What is the relative proportion of time devoted to presentation of new language items, to practice of these items, and to free production of activities?

Supporting Materials

-Does the course material include the following? If so, evaluate usefulness in each case

- a) Visual material
- b) Recorded material
- c) Examples of authentic language
- d) A teacher's book

Slightly adapted from Cunningsworth, A(1984,1995), Nunan, D (1989), Sheldon ,E (1987), and McDonough and Shaw(1993)

APPENDIX-B

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
STUDENTS' QUESTIONNAIRE**

Questionnaire prepared for the Trainees of Dessie College of Teacher's Education (DCTE)

Dear Trainees,

This questionnaire is designed to assess to what extent the speaking activities in the spoken module of Dessie College of Teacher Education (DCTE) are appropriately designed with respect to addressing the learners' interests and how far they meet the major speaking task designing criteria. To this end, this questionnaire is one of the instruments, which the researcher uses to gather data for this MA thesis in the teaching of English as a foreign language (TEFL).

Since your genuine opinion in responding the questions is extremely valuable to carryout the research work, please give your authentic responses to all the items in the questionnaire. With respect to the information, the present researcher would like to give guarantee you that all the responses you give will be kept confidential and used only for the research purpose.

Please note that there is no need to write your name.

Thank you very much in advance for your kind cooperation.

Yours sincerely,

Tesfaye Bezabih

Department of Foreign Languages and Literature

Institutes of Language Studies

Addis Ababa University

General Instruction

- I. Please read out each item and put a tick (√) mark on the alternative, which is appropriate to your opinion from the given alternatives.
- II. Where extended response is demanded, please write it upon the space provided.

I General Information

Please complete the following information by putting a tick [√]

Sex

Male

Female

Instruction I: Please read out each item and put a tick (√) mark on the option appropriate for you. Each choice has a specific value as follows:

Keys: 5=strongly agree

2=Disagree

4=Agree

3=Undecided

1=strongly disagree

APPENDIX-C

ADDIS ABABA UNIVERSITY

INSTITUTE OF LANGUAGE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

TEACHERS' Interview checklist

The purpose of this interview checklist is to assess to what extent the speaking tasks that are present in the trainees' spoken module are appropriately designed towards meeting major speaking task designing criteria. In addition, it is intended to assess whether the activities in the spoken course book address the students interests and to weigh yours and your students' attitudes to wards the speaking activities in the spoken modular material.

1. How motivating and interesting are the speaking activities that are portrayed in Enla(121) Spoken English module? (Please specify)
2. Have you ever tried to know what motivate students and support them to enhance the degree of their participation in speaking activities? (Please specify)
3. How do you evaluate the contents of speaking activities (tasks) found in the spoken module in terms of their variety, real-world ness, clarity, suitability, and their potential in reflecting learners' needs and interests?
4. Do you think the speaking activities are suitable for pair or group discussion? (Please specify)
5. In what manner does the content in the spoken module is organized (for instance, according to structure, functions, topics, skills, etc)? Is the pattern clear and appropriate for learners and teachers?

6. How is the content in the module sequenced (e.g. on the basis of complexity, learn ability, usefulness, etc
7. Do you think that the course book required for the spoken course help trainees to communicate effectively in spoken English?
8. Have you observed any mismatch b/n the needs of the students and the activities? If yes what?
9. As a classroom teacher in your institute, what do you suggest to be included in the course material and what improvements do you think should be made on the speaking activities?
10. What solution(s) do you suggest to enhance the quality and effectiveness of students' participation in speaking activities as far as the speaking activity in their course material is concerned? (Please comment)

APPENDIX-D

Interview Transcripts with the Spoken English Instructors

Keys

Q: Question

T1: First interviewed Teacher

T2: Second interviewed Teacher

T3: Third interviewed Teacher

Q1: How motivating and interesting are the speaking activities that are portrayed in Enla(121) Spoken English module? (Please specify)

T1: *As we know, the majority of this college students have passed ten or twelve years in learning English in their elementary and high school grade levels in learning the larger aspect of grammar, but designing and giving spoken course for those students who were not experienced a lot in taking part in speaking activities there is appreciable, yet designing an activity which do not evoke learners interest, which do not motivate students, which do not take learners' educational level in to consideration brings a serious impact for students language performance. Truly speaking, the speaking activities there are not interesting and motivating.....*

T2: *Well! They are not motivating because they lack variety in approach.....since they designed within a short period of time it was difficult to write them based on the theoretical frame work in material design.....so I can say they are not interesting.*

Q5. In what manner does, the content in the spoken module is organized (for instance, according to structure, functions, topics, skills, etc)? Is the pattern clear and appropriate for learners and teachers?

T1: *The content is organized in the functional aspect of language, which focuses on greeting, telephoning, shopping, debate, etc. As far the integration of skills, the skill is not integrated in all the skill.*

T2: *The functional aspect of language is dominant there though the structural part is significant.....this skill is integrated only with the skill of writing.*

T3: *As a language package, if the functional and structural aspect of a language is integrated and if all skills are integrated together, language learning may be a little bit developed, however, in our context both of these are almost neglected in theory and in practical aspects.*

Q6. How is the content in the module sequenced (e.g. on the basis of complexity, learn ability, usefulness, etc)

T1: *It is sequenced on the basis of complexity (simple to complex) and usefulness (from the more useful to the less ones)*

T2: *The content is not organized in its normal pattern means from simple to complex rather it organized in a 'haphazard' way.....the sequence is incomprehensible.*

T3: *I thinkthe progression and grading of the content are not suitable for the learners because they do not deal with the language function and structures at a time.*

Q7. Do you think that the course book required for the spoken course help trainees to communicate effectively in spoken English?

T1: *I do not think so; the importance of the module is not as such noteworthy in making students effective in spoken language proficiency by the previous causes that I mentioned so far.*

T2: *I doubt, its importance cannot be denied, yet in making students, effective in their speaking talent may not be as such easy alone. If a number of teaching aids like authentic materials accompanies it, it might be effective.*

T3: *Partially I agree on it, but partially I have a doubt in the modular material for making trainees effective in spoken language. By its own, enabling learners proficient enough to the language might be too difficult not only for the material which is prepared by one institute but also for a material, which is designed and written by a ministry of education.*

Q8: Have you observed any mismatch b/n the needs of the students and the activities? If yes what?

T1: *Sure, certain activities do not take in to consideration the learners' actual needs and wants as well as the organization of the course do not look like to have a clear and interesting appearance (pattern). When I give exercises that I adapted from different reference books the majority of the students eager to take part while when I give home take assignments from the module some of them seemed reluctant in doing those activitiesmay be repetitiveness of activities with the same approach.*

T2: *At times students prefer a comprehensive teaching learning interaction of grammatical language items since they had had a good experience in their high school academic pastimes. Therefore, in my opinion students prefer to spend much time in grammar rather than in spoken language.*

T3: *In my course of action, since the majority of students show grater participation on some of the activities, I feel that the activities are interesting. where as when I see some students being reluctant at some of the other activities I think that the activities are not good so that I can say that almost the greater part of the activities go with the need and interest of the trainees despite several and thought-provoking speaking activities that the students need are absent in the modular material.*

Q9. As a classroom teacher in your institute, what do you suggest to be included in the course material and what improvements do you think should be made on the speaking activities?

T1: *The use of language for presenting speech in conferences and other seminars and in expressing ideas at different social setting should be supplemented.*

T2: *When course materials are designed in general and activities in particular, designers should consider the theoretical perspectives*

T3: *Additional practice of both speaking and listening activities should be present in the trainees' module and they should be given to them.....language laboratory should be availableIn our institute no language laboratory, no audio-visual teaching aids.....accordingly they need to be present.*

Q10. What solution(s) do you suggest to enhance the quality and effectiveness of students' participation in speaking activities as far as the speaking activity in their course material is concerned? (Please comment)

T1: *Creating various speaking opportunities where students have adequately practice to speaking in English in school compound and outside.....making the course in general and the speaking activities in particular authentic and localized are essential.*

T2: *English club like the English Language Improvement Center (ELIC) should be systematized in the trainees' institute.*

T3: *Continuous material adaptation by considering the necessary things that the students require and based on the learners' educational level, and their appropriacy to the given context and so on should be practiced.*

Syllabification

Intonation and stress

Unit 2-Greetings and partings

Formal and informal greetings

Formal and informal partings

Unit 3-Introductions

Formal and informal introductions

Introducing oneself to others

Unit 4-Telephoning

Unit 5-Shopping

Unit 6-Invitations

Kinds of invitations

Formal and informal invitations

Offering invitations

Accepting and refusing invitations

Unit 7-Debate

Unit 8-Presentation/delivering a speech

Unit 9 Requesting and offering help

Unit10-Asking and giving directions

Unit11-Expressing likes and dislikes

Asking about preference

Saying what you prefer

Methods of presentation

Mini-lecture to review some basic concepts

Individual work

Pair/Group discussion work

Whole class discussion

Role play

Play video or DVD,CD for drill

Mode of assessment

Presentation

Classroom participation

Quizzes

Tests

Group/individual/pair work

Final Exam

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