



ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATIONS
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
GRADUATE PROGRAM (TEFL)

**AN EVALUATION OF THE LISTENING TASKS PRESENTED IN
GRADE9 ENGLISH TEXTBOOK AND THEIR ACTUAL CLASSROOM
IMPLEMENTATION WITH SPECIAL REFERENCE TO ETHIO-PARENTS'
SECONDARY AND PREPARATORY PRIVATE SCHOOL, ADDIS ABABA**

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BY: ARGAW DEMISSIE

**A Thesis presented to the Department of Foreign Languages and
Literature (Graduate Program)**

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of Arts in Teaching English as a Foreign Language (TEFL)**

MAY, 2019

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Abstract

The largest part of time spent in the communication process is devoted to listening. For many years, listening skill was denied priority in language teaching. In fact this skill is very important for developing any language learning proficiency. However, it sometimes constitutes a source of trouble and frustration for learners of English as a foreign language (EFL) who find themselves unable to comprehend the spoken message transmitted to them in the target language. Therefore, this research investigates to evaluate Grade 9 English Textbook listening tasks and their implementation in the classroom. The study was a descriptive study with a mixed research methods approach. In order to answer the basic research questions designed, three data collecting instruments were employed. These were document analysis, classroom observations and students' questionnaire. The results obtained from these instruments were analyzed qualitatively through descriptions, and quantitatively using simple descriptive statistics and frequencies. The data obtained through these tools were triangulated and crosschecked to offset the weaknesses of the others. The result indicated that the tasks found in the students' text-book of grade nine were not consistent in number throughout the text-book. The result also proved that EFL teachers failed to properly implement the listening tasks found in the students' text-book of grade nine based on the criteria set. Moreover, it was found that the tasks were not rich-enough to address and include the learners' background knowledge and to inculcate real-world types of tasks. Besides, EFL teachers failed to relate the given tasks with the learners' experience, and all the three stages of the listening phases were not effectively implemented. Finally, based on the findings obtained, it was recommended that EFL teachers should be given relevant training on how to implement teaching listening tasks on the students' text-book for grade 9. The text-book writers should also give attention to activities prepared for teaching of listening.

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CHAPTER ONE

1.1 Background of the study

Listening is the basics for learning. However, very little attention is given to the teaching of the listening skills in the past years. Swanson (1970) explains that teachers do not give much emphasis for the teaching of listening because they assume that listening develops naturally. In the previous years, language teachers often used the traditional method of language teaching that is grammar rule based. These days, however, language-teaching approaches have been shifted to communicative language teaching method (CLT) where Task Based Language Teaching is used to help students acquire real-life language. Task based language teaching is one of the recent versions of communicative language teaching methodology. It is a language instruction that can be described as a language course whose syllabus or teaching and learning activities are organized around tasks (Nunan, 1989).

The overall goal of any language teaching is to enhance communication. However, the main problem of many language teaching is failure to create natural way of language learning in the classroom, which enables students to cope up with the native language speakers they will meet in the real world out of the classroom. Therefore, teachers should be skillful in planning language teaching in general and listening skills in particular. Concerning this, Ur (1996) in Abebaw (2012) states that when planning listening lessons, it is important to take into account the kind of real-life situation for which the learners are preparing themselves and also the specific problems they are likely to encounter and solve. Ur also lists the size and arrangements of classroom, number of students in a class, the use of tape recorders, improving students' motivation, correcting and giving feedback, etc as additional factors that should be taken into consideration while planning listening activities.

As Breen, (1987), Prabhu (1987) and Nunan, (1989) cited in Abdulatif (2012), there have been a lot of researches and theories in the last twenty years on the use of tasks in language teaching,

particularly tasks which involve interaction between learners. Tasks are basic building blocks in any language learning activity either a language acquisition or a communicative perspective. Essentially, 'task' is viewed as an important construct by SLA researchers as they exist outside and inside the classroom and language teachers. It is both a means of an instrument for organizing the content and methodology of language teaching ultimately letting learners perform in a way, which is directly or indirectly similar to the target language use. Task based language teaching is one of the recent versions of communicative language teaching methodology. It is a language instruction that can be described as a language course whose syllabus or teaching and learning activities are organized around tasks (Nunan, 1988). Unlike conventional syllabuses that are oriented towards language as the primary subject matter a task-based syllabus in is oriented towards the process of language learning in the classroom (Littlewood, 1981). Task based language teaching draws on several principles that formed part of communicative language teaching movement from the 1980s (Richards & Rodgers, 2001). According to these authors, these principles include:

- Activities that involved real communication are essential for language learning.
- Activities in which language is used for carrying out meaning tasks promote learning.
- Language that is meaningful to the learner supports the learning process.

Since the end of 1960s, the communicative task has involved as an important component within curriculum planning, implementation and evaluation (Nunan, 1989). In current teaching approaches like TBLT, syllabus content and instructional processes are selected with reference to the communicative tasks. These tasks are tasks that learners will need to engage in outside the classroom. According to the same author, using 'task' as a basic planning tool is not new in the general educational field, but it is relatively a recent arrival on the language-teaching scene.

As the primary goal in language instruction is shifted from an object of study to a system of communication, the need to ask students' ability to use the language communicatively has been raised, and the effective designing of communicative tasks has become more and more popular.

In this regard, confusion exists and one of the measures to be taken for the improvement of teaching listening skill is conducting a research investigating how the listening skills are taught in high schools levels and how the teachers are implementing while teaching these skills in EFL classes. Besides, the level of learners' understanding of their EFL teachers' instruction is dubious.

1.2. Statement of the problem

Listening is one of the most difficult skills for students. Seime (1989) in Abebaw (2012) found that students in Bahar Dar Teachers' College were very much below what is expected of them in understanding their lectures. As a teacher working for the last thirteen years, the writer of this paper also has come along with many students who perform very low while doing listening comprehensions. Besides, once the researcher and his colleagues have got a chance to take IELTS examination being sponsored by the school he is working for. It was at that time that he felt discreditable on his listening performance because he could attempt only very few questions from the listening comprehension questions. This was the time that the researcher started asking himself why listening is so difficult skill to acquire. Moreover, other EFL colleague teachers who took the exam also scored poor IELTS results.

Furthermore, during classroom supervisions, the researcher had got opportunities to observe colleagues' classes at different times when English language teachers teach English for grade 9 students. During these times, EFL teachers' skip and/or technically ignored teaching listening skill, and some of the students were observed when they felt to comprehend and/or unable to understand their teachers' instructions whenever questions were asked. These may be due to the learners' poor command of the English language that they brought up from lower grade levels, or it may be due to the inadequate teachers' competence in implementing the listening tasks. Experience shows that there is a general tendency to overemphasize grammar. Gairns and Redman (1986:1) for example, reinforce this idea by stating "Listening has not received the recognition it deserves in the classroom." Furthermore, Carter (1988) indicated that for many years listening has been the victim of discrimination by researchers.

Besides, it was heard that some students often complain about the poor proficiency of their teachers while teaching English in English. The poor English proficiency of the students is common sense knowledge among EFL professionals in Ethiopia, and the researcher's informal discussions with students revealed that some of the teachers were teaching in L1 in EFL classes, but this is difficult to accept, unless investigated through scientifically designed researches.

When people are having a conversation, they have to employ more than one language skills or sub-skills. They have to listen, ask for clarification, and try to understand other body languages

of the speaker simultaneously. These performances of more than one language skills while listening are what make listening difficult according to Rixon (1986). In addition, Rixon also has cited listening situation in which learners do not have chance to ask for clarification. For example, stations and airport announcements, watching television, listening to radio, play and film are situations in which listeners cannot ask for clarification from the speaker and/or performer. In such cases, listening will be difficult task.

Since the main focuses of this research is on listening for academic purpose it is worthwhile to examine factors that hinder students' listening performance. Abebaw (2012) mentions that teacher's performance, commitment to learn, quality of teaching materials, educational administration as factors that can affect students' listening performance in language classrooms. Due to the objectives of this research, the writer has given strong emphasis to examine the teaching materials in general and the listening tasks in particular.

There are a number of international and local researches conducted in relation with the listening skills. However, With regard to evaluation of language tasks, the researcher has found only four studies conducted in different grade levels. For instance, Gebiaw (2012) conducted his study on the evaluation of the design and implementation of the reading skills of grade 9 English Textbook. The result of his study revealed that most of the reading exercises/tasks were designed appropriately to be done in phases but hardly implemented in the classrooms he observed. Similarly, Tariku (2012) conducted his research on evaluation of writing tasks and their implementation of grade 11 English Textbook. The result of his study showed that all the evaluated writing tasks contain the five components of communicative tasks, but they did not fully meet the criteria set on the checklist. Besides, most of the objectives did not fulfill most of the criterion of good objective. Another similar study, which was conducted by Abdulatif (2011), was on the evaluation of the speaking tasks of grade 12 English student's textbook. He analyzed the extent to which the tasks are well organized in such a way that they promote speaking skills. The result of his study showed that the speaking skill activities do not meet most of the relevant criteria stated in the checklist suggested by (Nunan 1988). The only study as far as the researcher of this study is concerned is Abebaw's (2012) research work, and he has conducted his study on evaluation of the listening tasks presented in grade 12 English textbook which is related to the topic of this paper. The result of his study revealed that the input of the listening tasks have

verbal material and non verbal material form, but only some of the tasks contain non verbal material. The inputs are both authentic and contrived. Thus, as far as my knowledge is concerned, I could not find any research conducted on the evaluation of listening tasks and their implementation of grade nine English textbook.

Though there are a lot of benefits of listening skill, the teachers and the students are avoiding the most important skill in terms of learning English as a foreign language. The book has been designed, maybe, in such a way so that the teachers and the students can practice the listening skill. Even then, the teachers are avoiding the listening skill as it is observed during the researcher's classroom supervision.

Though there are many studies conducted around the teaching and learning of listening, the current researcher could not find any study, which links the problem to the design and implementation of the listening tasks in grade 9 English textbook. Abebaw (2012) for example, focuses primarily on the listening tasks of grade 12 students' textbook. He did not include the classroom implementation in his study.

Therefore, since none of the above researchers made their investigation on how the listening tasks are designed and implemented in the Grade 9 English students' textbook, there is gap, which has not been touched yet. As a result, this study was designed to fill this gap by investigating the design and implementation of listening tasks in the English for grade 9 Students' Textbook with special reference to Ethio-Parents' Secondary and Preparatory School.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The main objective of this study is to evaluate grade 9 English Textbook listening tasks and their implementation in the classroom.

1.3.2 Specific Objectives

The specific objectives were formulated based on the component of communicative tasks and their implementations. These components are: goals, inputs, activities, roles, and setting. Therefore, this study is designed specifically to:

- Examine the nature of listening tasks.
- Explore how the listening tasks are implemented in the classroom.
- Identify the necessary improvements made (if necessary) to enhance communicative tasks in the text book in such a way that they could promote listening skill.

Thus, keeping the above specific objectives in mind the researcher attempted to find answer to the following questions:

- Does the nature of the listening tasks meet the criteria set for communicative tasks?
- How the listening tasks are implemented in the classroom?
- What kind of improvement should be made if necessary, to enhance communicative tasks in the textbook?

1.4 Significance of the Study

This study could be beneficial in terms of theoretical and practical perspectives. Insights gained from the study may help to change the nature of teaching in the EFL classes before making further steps in changing the nature of activities designed in the classes. Besides, course book writers and syllabus designers may gain helpful ideas by providing valuable information about the suitability of the design and nature of the listening tasks for the current communicative classroom settings. Moreover, English language teachers may get some tips that can help them evaluate their current practices in relation to handling listening tasks and making some adjustments in implementing them in the classrooms. Furthermore, the study may pave the way

for future researchers who would like to investigate further by providing a reference point, and to fill in the research gap that exists in ELT material evaluation as a springboard for further investigations.

1.5 Scope of the Study

The study focuses on the evaluation of the listening tasks/activities and their classroom implementation of grade 9 English Textbook at Ethio-parents' Secondary and preparatory School. The listening tasks and activities are treated in all high school English textbooks. However, in order to study the issue thoroughly and effectively, the researcher chooses only Grade 9 among the different grade levels and particularly listening among the different skills. The level was selected due to the researcher's teaching experience and the exposure that he has on this grade level. As a result the researcher was convinced to see it through conducting research studies on the aforementioned grade level.

1.6 Limitations of the Study

Though the study was successful, a number of limitations were experienced which could impact negatively on the quality of the research. Lack of cooperation by some teachers who were being observed and sometimes skipping or jumping the listening activities and switching to another language tasks while the researcher was there to make the classroom observation were among the very common limitations during the course of this study. In addition, the questionnaires were filled in a hurry with the presence of the researcher in order to make explanation if the respondents have any confusion. This could possibly affect the quality of the responses.

1.7 Organization of the Study

This research paper is organized under five chapters. The first chapter deals with background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, scope of the study and limitation of the study. The second chapter is about the review of related literatures. Chapter three presents research methodology. Under this chapter, the research design, the research setting, participants of the study, the sampling technique, the data collection tools/instruments employed, the procedures of data collection, and

the methods of data analysis, as well as reliability, validity and ethical issues are briefly discussed. The fourth chapter deals with the presentation and analysis of data. Finally the summary, the conclusions and recommendation are presented under the fifth chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1 Definition of the Listening Skills

There are different definitions of listening proposed by different scholars. Underwood (1989) defines listening as an activity of paying attention to and trying to get meaning from something we hear. In order to be a good listener, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand words themselves. Rost (2002) Abebaw (2012) in defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speakers responding (collaborative orientation); and, creating through involvement ,imagination and empathy (transformative orientation).Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.

As Underwood(1989) discussed the difference between hearing and listening , in order to be considered as a listener one should actually engage in the activity of constructing message from what he/she has heard .whilst hearing can be thought of as a passive condition, listening is always an active process. About the process of listening, he mentions that there are three distinct stages in the aural reception of an utterance. At first stage the sounds go into a sensory store, often called the ‘echoic’ memory, and are organized into meaningful units. The sounds remain in the echoic memory only about a second .the second stage is the processing of information by the short term memory .this again is a very brief stage amounting to no or more than a few seconds. At this point, words or group of words are checked and compared with information already held in the long-term memory and the meaning is extracted from them. The third stage is transforming information to the long term memory. At this stage, once the listener has constructed meaning from the utterance, he/she might transfer the information to the long-term memory for later use.

2.2 Importance and Difficulties of Listening in English Language Learning

It has taken many years to give the listening skill the importance it deserves in second and foreign language learning among the teaching profession. Rivers (1966: 196) claimed, “Speaking does not of itself constitute communication unless what is said is properly listened or comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached.”

However, Morley (1972) notes, “perhaps an assumption that listening is a reflex, a little like breathing - listening seldom receives overt teaching attention in one’s native language – has marked the importance and complexity of listening with understanding in a non-native language”. Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension. According to Nunan (2001), listening is a six-staged process, consisting of hearing, attending, understanding, remembering, evaluating and responding. These stages occur in sequence and rapid succession.

The first one is Hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. For this, we have Attention. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus. The third stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender. After following with the next stage, it is necessary to make a remark: as it has mentioned previously, the background knowledge is important and people have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the

information will be correctly received. The next step, remembering, is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen.

In the penultimate stage, Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases.

Finally, we have Responding, a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or nonverbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (Nunan 2001).

2.3 Task Defined

According to Long (1985), a task is "piece of work undertaken for oneself or for others, freely or for some reward". Thus, examples of tasks include painting of fence, dressing a child, filling out a form, buying a pair of shoes making an airline reservation, writing a cheque, finding a street destination and helping someone to cross a road.

"A task is any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those undertaken the task" (Breen,1987:23). "Task" is, therefore, assumed to a range of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem- solving or simulations decision making. For example, Richards, platt and Weber cited in Nunan (1989:10) define the term as:

An activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching more communicative... since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

Richards, Platt and Weber (1986)

All these definitions have common characteristics. They all suggest that tasks are concerned with communicative language use. In other words, they refer to undertaking in which the learners comprehend, produce and interact in the target language in the context in which they are focused on meaning rather than form. There are two types of tasks: one is communicative tasks the; the other is learning tasks or enabling tasks (Estaire and Zanon, 1994) cited in Abdulatif Haji-Ismael, (2011). The former type of tasks will help learners develop they will need for carrying out real-world communicative tasks beyond the classroom. The latter type of tasks mainly focuses on language form (grammar, pronunciation, sentences structure etc).

According to TBLT that employs communicative tasks as the basic unit of analysis for motivating syllabus design and foreign language classroom activities has for motivating has received increasing recognition (Littlewood ,1981) the primary goal in language instruction shifted from an object of study to a system of study to a system of communication, the need to assess students' ability to use the language communicatively has been raised, and the effective designing of communicative tasks have become more popular. Many different authors outlined different principles criterion as to how tasks should be designed .Therefore, taking all the criteria and principles in to account is crucial while designing tasks.

According to Nunan (1989), a good task can be realized if it comes up with the following requirements.

A. The task has to be motivating

Scholars in general agree that motivation the most important factor affecting success in language learning. What is motivation? According to Harmer (1991), motivation is some kinds of internal drive that encourages somebody to pursue a course of action. If we perceive a goal (that is, something we want to achieve) and if that goal is sufficiently attractive, we will be strongly whatever is necessary to reach that goal (p.3). This means that if student are highly motivated they will succeed regardless of the methods used or circumstances in which they study.

Wills (1996) mentions motivations as one of the essential conditions for effective language learning. She says that motivation the key to success in language learning, and success and satisfaction are key factors in sustaining motivation. If students get good results, they will be more willing to continue participating in class and use the language outside the classroom. Wills added that, some students have personal long-term motivation such as travelling, studying abroad or getting a better job. Other students, however, come to our classes because it is a school requirement or because parents or bosses want them learn English. Careful selection of topics and tasks serve to motivate the short term. Since for many students the contact with English learning outside the classroom: chatting with internet friends, playing computer game, listening to songs and reading English.

B. The task has to address the students' Needs

The second characteristics of successful task is that has to address the students needs, be appropriate to achieve the goals and designed according o the proficiency level of the students, that is, not easy, not too difficult, but challenging.

Needs based courses are emerged out of communicative approaches language teaching. Selection of tasks, according to Long and Crooks 1993 in (Richards's and Rodgers, 2001) should be based on a careful analysis of the real world needs of learners. This view is also supported by Nunan (1999) when he says that "Rather than fitting students to courses, courses should be designed to fit students" (p.148). In order to find out the needs of specific group of students are, a need analysis is to be carried out. A need analysis is "sets of tools, techniques, and procedures for determining the language content and learning process for specified group of learners" (Nunan, 1999:49).

C. The task has to be meaningful

The characteristic of tasks is that they have to be meaningful to the students. This meaningfulness principle is an important element in communicative language teaching that adds meaningful to the learner supports the learning process. Consequently, learning tasks should be selected according to how well they engage the learner in meaningful and authentic language use rather than tasks which merely promote mechanical practice of language patterns (Johnson 1982, Littlewood 1982 in Richards and Rodgers, 2001). Hallyday (1975) also emphasizes that in a meaningful task students are asked to exchange information among themselves in small groups and/or with the teacher. This kind of students collaboration has two benefits. First, the whole class actively participates in a task at the same time and students can then compare their findings when the task is over, and second, the meaningful task is rehearsed in class for later use in real communication outside the classroom.

D. The task must elicit real communication

This characteristic is that the task must elicit real communication and promote communication in English. This means that there has to be an exchange of information with feedback.

According to Harmer (1991) and Jan Bell and Roger Gower cited in Tomlinson (1998), language is a combined skill where everything depends on everything else. It is true that one skill cannot be performed without another. In many cases the same experience or topic leads to use of many different skills. So teaching material should try to reflect this.

E. The tasks must have a purpose that goes beyond a classroom Exercise

Another important characteristic, which is closely related to the previous one, is that the task must have a purpose goes beyond a classroom exercise. According to Harmer (1991), if a task is to be genuinely communicative, they should have a purpose for using the language, and this purpose should be the most important part of the communication. Therefore; the students' attention is centered on content –what is being said or written-and not on the language form that is being used.

Wills (1996) also supports this idea. She says that learners need opportunities to communicate what to say and express what they want to feel or think. She adds that practice activities that are not meaning-focused activities where the aim is to practice forms and functions-have been found

in adequate to promote learning. Wills (ibid) recommends tasks which aim at promoting awareness of language form, making students aware of a particular language features, and encouraging them to think about them. These tasks are likely to be more beneficial in the long run than form-focused activities aiming at automating production of a single item. Instructors can design consciousness-raising activities to high light specific aspects of language that occur naturally both in the students' reading and listening texts. These exercises can give them a chance to ask other features they notice themselves.

F. The task should preferably fair for pair or Group Work

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

Seligson (1997) claims that "if language is viewed as an interactive tool, then it should be taught interactively. He also believes that students learn by doing things for themselves, and group work provides an opportunity to do so. In addition, it is more motivating for the students and teachers once they are used to it. Moreover, since teacher doesn't have to control everything, he/she is free to listen to more students at once and offer more individual help. On the other hand, group work is a way of treating students with respect and encouraging them to work more autonomously. They can help each other, which aids maturity and makes them less dependent on us.

G. The Texts in the tasks should Authentic

Another characteristic of communicative tasks is the use of authentic texts. Nunan (1999:79-80) define authentic as "these that have been produced in the course of genuine communication and not specially designed for language teaching purpose."

Authentic texts provide students with practice on listening to and reading genuine language drawn from a variety of sources. Examples of authentic material include texts, video tapes, audio recording, mini lectures, TV and radio broadcasts, conversations, interview, announcements, field topics, community resources, student knowledge, web resources and visual aids (posters,

maps, bulletin boards, etc.) selected mostly from those produced for native speakers of the language practice with the language will help the students cope successfully with genuine communication outside the classroom (Nunan 1998, Stryker and Leaver(1997)).

H. The task must include a pre-task, a while-task and a post-task

According to researchers, another characteristic of vital importance for successful performance of tasks is that the activities must include a pre task, a while task, and a post task. Although we find different terminology, methodologist generally agree a that a task must include an introduction, the task, itself and a follow up. According to Harmer (1991) the organization of an activity and instructions the teacher gives are of vital importance for the students to be able to perform the task satisfactorily. He says that an activity can be divided into the following parts: a lead in where the teacher introduces the topic; instruct, where she /he tells the students exactly what to do and demonstrate the activity; initiate the students perform the task, and finally she/he organizes feedbacks.

As it was mentioned before, advocates of Task-based learning also support this point of view. They believe that for a task to promote constant learning and improvement; it should be seen as one component of a larger frame work. This frame work consists of three phrases: pre-task, task cycle and language focus. First two stages fulfill the essential conditions for language learning, and the least the desirable one.

2.2. Components of Communicative Task

The communicative task has played an important role in curriculum planning implementation, and evaluation (Nunan, 1989). In evaluating tasks, which is the concern of this study, identifying components of a communicative task was an important activity.

According to Candlin (1987), tasks should contain input, roles settings, actions, monitoring, outcomes, and feedback. According to the same author, input refers to the data presented for learners to work on. Roles specify the relationship between the participants in the task. Setting refers to the classroom and out-of-class arrangements entailed in the task. Actions are the procedures and sub-tasks to be performed by the learners. Monitoring refer to the supervision of

the task in progress. Outcomes are the goals of the task and feedback refers to the evaluation of the task.

Shavelson and Stern cited in Nunan (1989) suggest that task design should take into consideration the following elements: Content- (the subject matter to be taught) materials (the things that learners can observe/manipulate). Activities (the teachers the things the learners and teach will be doing during the lesson), goals- (the teacher's general aim of the task), Students – (their abilities, needs and interests are important, Social community – (their abilities, needs, and interests are important), Social community-(the class as a whole ad its sense of groupness).

Wright cites in Nunan (1989) suggests that tasks need to contain at least two elements. These are input data, which are provided by material, teachers or learners and initiating question that instructs learners on what to do with that data. However, Wright rejects the notion that objectives or outcomes are obligatory on the ground that, with certain tasks, a variety of outcomes might be possible unlike the ones anticipated by the teachers. On the other hand, Nunan (1989) accepted the Wright's point that outcomes of a task are unpredictable. Then he identified components of a communicative task by combining all the components listed by other authors above. These are goals (objectives), input, activities, teacher role, student role and setting

2.2.1. Task Goals

Goals, as one of the components of communicative tasks, can be defined as the general intentions behind any given communicative ask and learning task (Graves, 2000).Setting the goals is very important before designing and implementing communicative activities because, communicative activities with no goals cannot encourage learners to conduct any task. Therefore, goals are the necessary elements of communicative tasks. Goals or outcomes of communicative tasks can be based on three goal areas. These according to (Clark, 1987:226) are:

- a. Establishing and maintaining interpersonal relationships, and through this to exchange information, ideas, opinions, attitudes and feelings, and to get things done
- b. Acquiring information from more or less 'public' sources in the target language (e.g. books, magazines, newspapers, brochures, documents, signs, notices, films, television,

slides, tape, radio, public announcements, lectures or written reports etc) and using this information in some way.

- c. Listening to, reading, enjoying and responding to creative imaginative uses of the target language (e.g. stories, poems, songs, rhymes, drama and, for certain learners, creating themselves).

Objectives are statements about how the goals will be achieved. Through objectives, a goal is broken down into learnable teachable units (Graves 2000). By achieving the objectives, the goal will be reached.

The first important feature to be treated in material evaluation is to check the presence of objectives in the textbook and to examine their quality. Ur (1996) identifies the need for thorough coverage of the course objectives in the text book.

Accordingly, teaching material need to be to address clearly stated objectives. She argues that when students know why and what they are learning it makes the activities and task more purposeful and meaningful. Moreover, Richards (1994) states that objectives are important as the provide learners with a clear statement of where they are going and what they can expect to achieve as a result of learning the unit or section. So it is essential for learners to be clear about the objectives of the learning unit they are tackling in order to help learners to develop responsibility for their own learning. In this context we should expect teaching materials to be clear in a sense that they are unambiguous, jargon free and concise for the sake of precision.

In this study too, the objectives of all the listening tasks found in grade 9 English students' textbook and in its syllabus will be identified and evaluated. During the evaluation whether objectives were clearly stated and whether objectives were provide to help learners to know where are they going and what they can expect to achieve as a result of learning the listening section or not. Besides, the investigation was done to check to what extent tasks were made in real- world and pedagogical rationale, whether tasks are interesting and motivating to the students or not.

2.2.2. Input

After the making of goal, learners need to have enough material as input before participating in communicative activities. Input is another important element of communicative tasks. Input is also a term used to mean the language that the students hear or read. According to (Ellis, 1999)

considers the input is used to refer to the language that is addressed to the foreign language learner either by a native speaker or by another foreign language learner.

As to the source of input for communicative tasks, different authors identified a wide range of sources for preparing communicative tasks. Theories of second language acquisition agree that, for learning a modern language, learners must be exposed to a considerable amount of language input either in natural or artificial teaching settings (Krashen1989) .In line with this, Hover cited in Nunan (1990) presents a long list illustrating all kinds of written sources which exist around us. For instance, letters (formal /informal), news paper extracts, picture stories, business cards, memo-note, shopping lists, postcards, etc.

Inputs of a language –learning task may take two forms: Verbal or Non-verbal. Verbal materials may be spoken or written texts which are provided as an input for a language task. That is, students may be required to listen to a lecture (verbal input) and write the report of it. On the other hand, non-verbal materials include pictures, photos, diagrams, charts, maps, etc. students can be instructed to analysis data which is presented in table (non-verbal) and write a report of it (Ellis, 1999; Mishsan, 2005).

As textbooks are concerned with teaching and learning of the language itself, in some all of its aspects they should have correct, recent and Standard English as well. The language input in instructions must be comprehensible and it should match the abilities of the student.(Krashen :1985)makes a strong claim that comprehensible input in the target language is both necessary and sufficient for the acquisition of that language provides that learners are effectively deposed to let in the input comprehend.

To this end, Cunningsworth (1995) Tomilinson (1998) Stated that teaching material can be enriched through authentic input. They claim that text book can promote autonomy and self reliance by incorporating authentic materials, creating realistic situation and encouraging learners to participate in activities which develop communicative skills and strategies. Richards and Rodgers (2001) elaborate the advantages claimed for including authentic languages in ELT materials. These are: 1) they have positive effect on learner motivation; 2) they provide exposure to real language; 3) they support a more creative approach to the language teaching; and 4) They

provide authentic cultural information about the target culture. Therefore, as many scholars suggested about input is concerned, the ELT material should present exponents of language that will serve as a means to offer to learners' routes towards language knowledge and to the language capabilities which the course aims at teaching.

2.2.3. Activities

According to Praphu, (1987), the three principal types of activities are:

- a. **Information gap activity**, which involves a transfer of given information from one person to another –or from one form to another or from one place to another– generally calling from the decoding of the information from or into part of the total information (for example in incomplete picture) and attempts to convey it verbally to the others. Another available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.
- b. **Reasoning gap activity**, which involves deriving some new information given information through processes of inference, deduction, practical reasoning, or perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveyed is not identical with that initially comprehending and conveying information as and information gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.
- c. **Opinion gap activity**, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information formulation arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individual or on different occasions.

2.2.4. Teachers' and Learners' Roles

Perhaps the role teacher and learners are supposed to play in language classrooms is determined by the type and the nature of learning activities (Harmer: 1991:235) which are in turn dependent up on the method the language teacher employ .To that end, the role teachers and learners play in communicative classrooms are also dependent up on the types of classroom activities proposed in CLT, and according to Richards (ND) new roles are implied by activities CLT.

A. The Role of Teachers

Learners' responsibility can develop it teachers allow more for learner involvement (Scharle and Szabo, 2000). In autonomous learning, the teacher is a facilitator of learning , and organizer of learning opportunities, a resource person providing learners with feedback and encouragement, and a creator of the learning atmosphere and learning space (Kohonen, et al,2001:40) .In addition to this (Nunan 1991:1) has written the role of the teachers as follows:

What, the, is your role as a language teacher in the classroom? In the first place your task, like that of any language teacher, is to create the best condition for learning. In a sense, then, you are a means to an end; an instrument to see that learning takes place. But, in addition to this general function, you have specific roles to play at different stages of the learning process.

Furthermore, Nunan (Ibid) writes the roles of the teacher at the presentation stage as informant-selecting new material t be learned and presenting this in such a way that the meaning of the new language as clear and memorable as possible. The role of the learners in this stage is listening and trying to understand. He mentioned that the teacher is the center of the stage, presenting the language item systematically in an attractive way. He also warns not to spend too much time presenting. At the practice stage, he assigns the teacher as the conductor and monitor. To him at this stage it is the students who do most of the taking .the teacher's role is to devise and provide the maximum amount of practice (which is meaningful and memorable).The teacher is there to monitor the performance of the learners .According to Nunan (1991:1) the role of the teacher at the production stage is to act as manager and guide/adviser.

In the communicative classroom in particular, the teacher has three main roles, the first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is

to act as an observer and learner (Littlewood, 1981). Regarding being participant Jerney, (1998) suggests that there is nothing wrong with a teacher getting involved; of course provided he/she doesn't start to watch and listen to what is going on, students can also appreciate his/her participation at the appropriate level ,in other words not too much.

Jerney, (Ibid) more explains sometimes, however a teacher will have to intervene in some way if the activities are not going smoothly. If someone in the role play can't think of what to say or if the discussion begins to dry up, the teacher will have to decide if the activity should be stopped- because the topic run out of the stream or if careful promoting can get it getting again. He emphasize that the way the teacher make a point in discussion quickly take on a role to push a role play forward. Promoting is often necessary, but as with correction, a teacher should sympathetically and sensitively.

The teacher plays a variety of roles which, Harmer (2001:57) claims may change from one activity to another or from one stage of activity to another. However, Harmer (1991:235) classifies the variety of roles that a language teacher plays in defining the role s that a language teacher plays in EFL classes into two categories: as controller and as facilitator. However, when defining the role language teachers play in communicative classrooms, Larsen-Freeman (1986) says that teachers would find themselves taking less, listening more and becoming active facilitator of their students. In addition Breen and Candlin (1980:99) cited in Richards and Rodgers (1986:77) describes the roles language teachers play as follows.

The teacher has two main roles; the first is to facilitate the communication process between all participants in the classroom, and between these participants and between the various activities and texts. The second role is to act as an independent and a resource himself, second as a quite guide with the classroom procedures and activities.

The listening tasks in grade 9 English Textbook will be evaluated through roles of teachers, as the other component of a communicative task in this study. That is, the role of the teachers inherent in the listening task will be identified and evaluated as to how they are appropriate to the goals, inputs and to the activities of the task.

B. The Roles of the learners

In line with this, Nunan (1989) lists the different learner roles which are implied by the different methodological approaches. In doing so, he identified that in communicative approach to language teaching, learners have an active and negotiate role. That is, they are expected to contribute and received. Besides, the roles of the students with regard to the four skills will also be different. For instance, in reading and writing tasks, learners will adopt a restricted range of roles because they are assumed to be solitary activities .In oral/aural language work ,the roles can e varied and diverse(Richards and Rodgers 2001).The same authors also identified some basic roles of students in a communicative classroom.

- **Group participant:** In communicative classroom, students may be required to do tasks in pairs/small groups than in whole class or individual works. In such case, they are required also to play active roles in sharing ideas with each other.
- **Risk-taker:** many tasks will require learners to create and interpret messages expected to practice in restating, paraphrasing, etc. individually or in pairs using the language they have (Littlewood, 1981).
- **Monitor:** tasks are employed in order to facilitate learning .Class activities have to be designed so that students have the opportunity to notice how language is used in communication “Learners themselves need to attend not only to the message the task work, but also to the form in which messages typically come packed” Richards and Rodgers,2001).It is inevitably true that learners are not empty vessels when coming to language classroom and are expected to play a number of roles in communicative language classes. Legutke and Thomas (1991:267) describe as follow:

The learner does not come in to the project classroom knowing nothing. Rather he brings with him a range of previous learning experiences, of values, views and expectations ...not only have rather fixed idea about which activities are most appropriate for them, but also the teacher should go about her teaching...

Learners are not merely passive listeners and Aston (1993) stresses that learners are not limited to the consumption of services provided by the teacher. However, they become animator and creators of the self-access facilities, taking greater control of their own learning.

Learner's roles, as the other component of a communicative task were analyzed and evaluated in this study. During the evaluation, the appropriateness of students' roles inherent in grade 9 English Students' textbook against to the goals and inputs of the listening skills.

2.2.5. Setting

Setting refers to a certain environment-classroom in this case, in which every task is performed (Nunan, 1989). The setting of a task is specified or implied in the task in relation to the classroom arrangements. Besides, it requires consideration of how the task can be carried out. Wright (1987) for instance, suggests the different ways in which learners might be grouped physically based on individual, pair, small group, and whole class mode in order to do the task. Pica and Doughty cited in Abdulatif (2011), also mention the positive role of group work in promoting a linguistic environment that can assist second language (L2) learning.

Besides, Nunan (1985) distinguishes between two different aspects of the learning situation. He refers to these as 'mode' and 'environment'. Learning mode refers to whether the learner is operating on an individual or group basis. Environment, which is closely connected with mode, refers to where the learning actually takes place. It might be a conventional classroom in a language center, a community class, a self-access learning center and so on. Nunan says each of these ways of arrangements and the environments have implications for task design and for task evaluation too.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 The Research Design

As indicated above, the aim of this study is to evaluate the nature of listening tasks found in grade 9 English students' Textbook and their implementation in the classroom. To this end, a mixed methods approach (both qualitative and quantitative) methods of data analysis was employed for this study. In other words, the research followed the concurrent triangulation approach. Qualitative was chosen to discuss the data collection from the listening tasks using words. Qualitative information was acquired through classroom observations and document analysis. Such data was analyzed qualitatively. To support the qualitative approach; quantitative approach was also used. Quantitative was chosen in order to analyze data collected through questionnaire. The classroom observation and listening tasks in the textbook were analyzed qualitatively using the adapted and designed evaluation checklist. That is the listening tasks in the textbook were grouped based on the thematic components of communicative tasks as well as their particular characteristics and was expressed in terms of numbers and percentages. In a similar manner, both the questions in the students' questionnaire and the observation guidelines responses were tallied and expressed in terms of numbers and percentages, and through descriptions. Finally, all these findings were analyzed, triangulated and evaluated by using the designed checklist.

In other words, the current research followed the QUAL+QUAN methods of investigation (Dorneyi, 2007: 154). The researcher mentioned that if any researcher is interested in analyzing a research work priority or weight has to be given either or equally. In this study equal weight is given to both the qualitative and the quantitative data obtained from the participants and from the document analyses methods. Besides, the study triangulated the data obtained from the document analysis, classroom observations and questionnaires. These tools helped the researcher to triangulate and understand fully the research problems. This helped to draw the strengths and to minimize the weaknesses both in single studies and across studies (Dorneyi, 2007).

In other words, the rationale to employ this design is that the study gave almost equal weight for the quantitative method and the qualitative one according to the contributions of the two components. The quantitative method survey questionnaires and the qualitative one employed document analyses and observations. The qualitative method on its part used observation (using field notes) and document analysis. Thus, the study followed the combination of QUAN (quantitative) + QUAL (qualitative). This indicates that the quantitative and the qualitative data were equally important in that they corroborate each other (Creswell, 2010).

3.2 Research setting

For this study, a private secondary school (i.e., Ethio-Parents Preparatory and Secondary School) is purposefully selected. This is because most studies conducted so far around the language tasks were done in governmental schools. Therefore, in order to show what it looks like, this private school was purposefully selected. Besides, since the researcher is fully employed in this school, he carefully recognized the problems exist in the school, and it is convenient to conduct the study in line with the work expected of him in the school.

3.3. Research Participants

According to the information obtained from the administration office in the selected secondary school, there were 299 grade 9 students. These students were allocated in 8 different sections. They were 36 students in each 3 sections, 37 in each 2 sections and 39 in each 3 sections. In addition, there were 6 grade 9 English teachers allocated for the sections as the school statistics shows.

The rationale for the selection of this grade level is that since grade 9 is the beginning of high school levels classes, the researcher wanted to see how their command of English looked like, and when he taught this grade level students, their ability in comprehending the instruction that the teacher was delivering was below the expected standard. Furthermore, if the students have a good base starting from this grade level, they will have three options. They will join preparatory, vocational school or to the society right after they have taken Ethiopian General Secondary Education Certificate (EGSEC) Examination. For all these cases, they have to develop their skills. Therefore, the researcher wanted to evaluate the listening tasks and its implementation in developing the students listening skills in this particular grade.

Determining the sample size is the other issue before conducting the study. This is done by taking the type of research this study employed that is a descriptive research study. According to Kumar (2006), descriptive research typically uses larger samples; “it is sometimes suggested that one should select 10-20 per cent of the accessible population for the sample.” Therefore, out of the total of 299 students, 13% or 40 students were chosen. This was done to make the sample a manageable size.

3.4 Sampling Techniques

The actual selection was done using simple random sampling technique. In the first place, the whole students’ name was written according to their alphabetical order in each section. Next the name of each student in each section was written on a piece of paper which has the same size and color. Then the papers were rolled and one student is called to pick five papers. This was done each section and 40 students (13%) of the total population were selected from the eight sections.

3.5 Methods of Data Collection

In order to achieve the objectives of the study, the following instruments of data collections were employed. The data were collected through different data collecting tools including, document analysis, questionnaires and observations. The researcher employed different data collecting instruments so as to triangulate and crosscheck the data gained from these instruments and draw valid and reliable conclusion.

The data collecting tools were developed basically based on the insights obtained from the literatures. Besides, each tool was commented by experts in the field of TEFL, preferably by people who offer teaching methodology courses. After noticing any constructive comments given by these expertises, the tools were corrected and modified accordingly. Then, the data collecting tools were modified as per the feedback obtained from these experts.

In concurrent triangulation model, as stated above, the two methods support each other to bring about better findings in the research. This is because as Cresswell (2010) asserts, the strength of one method also strengthens the other method, especially when the findings are integrated at the discussion phase.

3.5.1 Document Analysis

The English textbook designed by the Ethiopian Ministry of Education for grade 9 students was the document that was analyzed. Among the three basic textbook evaluation methods, checklist evaluation method was used for its suitability for this study. The textbook analysis of grade 9 New English Students' textbook specifically the listening tasks were evaluated by the researcher and the results were compared and contrasted to the data obtained from the participants' responses.

The whole textbook consists of 12 units and the total number of the listening tasks in this textbook was 21. The total numbers of the listening tasks were large but it was manageable to evaluate and it maximized the validity of the research result. As Kumar (2006) states, the larger the sample the greater the precision and accuracy of the data it provides. Therefore, all the listening tasks were evaluated.

The analysis was undertaken based on current theories of communicative language teaching and task based language teaching. The details of these areas and the components of task and their relationship with the evaluating checklists were discussed in the review of related literature. Finally, the results of the data collected through the evaluation was kept for further analysis with other data collected by the following two other instruments.

3.5.2 Students' Questionnaire

The other tool that was employed in this study is questionnaire. A questionnaire was used to gather quantitative data. To Dornyei (2007: 90), "The popularity of questionnaires is due to that fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible."

Besides, a questionnaire, according to Fullan and Pomfret (1978) "is an invaluable tool for grasping teachers' understanding of pedagogical innovations since exclusive focus on teachers' classroom teaching practices may reveal that teachers exhibit desirable behavior but by no means proves that they understand the principles underlying them." It was a kind of questionnaire with rating scales at which respondents' rate what is true for them or the material being evaluated (Kothari, 2004). This type of instrument is used when there is a need to examine students' attitude or reaction about the material evaluated (Morrison & Scott, 2005). In order to investigate attitudes towards the practice of the listening activity and attitude towards the listening tasks in general, a

questionnaire was prepared and administered for 40 randomly selected students of grade 9 at Ethio-parents' Secondary and Preparatory School out of 299 total population. The types of items were both open ended and close ended. In order to let respondents give what they have in mind, open ended types of items were prepared and administrated face-to-face. The items were prepared from the literature reviews.

Therefore, the questionnaire was first produced in English using the review of related literature. Then, it was translated into Amharic to avoid linguistic barrier that the students may encounter and hoping that students could understand the questions and in order to minimize errors while filling the questionnaire.

3.5.3. Classroom Observation

In order to supplement the data that were collected through document analysis and survey questionnaires, classroom observations were made and analyzed in the study as Alderson and Wall (1993) have recommended. The classroom observation was also employed so as to get direct information and triangulate the self-report accounts which were gathered through the questionnaire. The type of observation was non-participant. Classroom observation is another important tool used to gather data in the classroom. 12 Successive observations were made according to the schedule in which the listening tasks were given. Accordingly, four interested grade 9 English teachers of the school under consideration were observed while they were implementing the listening tasks.

Classroom observations were conducted to see what was happening (classroom practices) in ELT classes in the case of the selected grade level. The purpose of the observations was to check whether what the current communicative language teaching methodology claim was actually implemented or not. To this effect, four teachers were selected from the six grade 9 English teachers and each was observed in their respective classroom instructional process at least four times each, to investigate the cases clearly.

According to Kumar (2006), lesson observation was important because it triangulates and supplements the data obtained from document analysis and questionnaire in cross-checking if what the respondents say do converge. Therefore, the classroom observation used to record the activities of teachers and students to implement listening tasks in the classroom. Besides,

classroom observation was used to observe students' reaction towards listening tasks. All the parts focused in the questionnaire were also observed in the classroom, based on the checklist adapted from scholars of previous works. The collected data were qualitatively analyzed after the data were put into the observation checklist.

3.6 Data Collection procedures

First, the data from the textbook analysis was collected and analyzed. The data collection sessions were arranged according to the school's permission and the willingness of the participants. It took five months period beginning with textbook analysis followed by the classroom lessons observation and then administering the questionnaire. The questionnaire was distributed to 40 students (with the presence of the researcher at the normal class time). During the administration of the questionnaire, students who need explanations about the questions or the way they should make their answers were given classifications. Concerning classroom observations, the researcher prepared a checklist. The frequencies of the observed list of behaviors were tabulated and prepared for the analysis.

3.7. Methods of Data Analysis

As the study incorporated qualitative and quantitative data, the data were analyzed qualitatively and quantitatively. The data, as discussed above, was collected through document analysis, questionnaire and classroom observations. Before the data were analyzed, they were classified based on some themes related to the specific research questions of the study (i.e., data related with the specific research questions of the study). Then, the data were analyzed qualitatively and quantitatively. According to Dorneyi (2007) and Creswell (2012) the data obtained from the qualitative method were thematically sorted out and it was coded thematically in relation to the research objectives designed. Then after, the data were categorized and finally interpretations were done. The document analyses and observations were coded thematically. With regard to the quantitative data, SPSS software computer programs were used. Regarding the quantitative data, frequencies and percentages were employed.

3.8. Validity and Reliability

With regard to the reliability of the instruments that were designed, the researcher used SPSS version 22 software program through Cronbach's Alpha Coefficient formula to secure reliability of the data gained from the questionnaire, and it was 0.74. Besides, for the data obtained from the observations firstly, experts in the field of TEFL were asked to comment on it and necessary corrections were made. Besides, these TEFL experts and Pedagogical Science PhD holders were asked to comment on the designed checklists, and necessary corrections were done on the content and face validity of the items prepared. Secondly, these experts were asked to crosscheck the observations made by the researcher first to check the accuracy of the data. Lastly, the researcher depended on the trustworthiness, the accuracy of the data from the feedback gained from these experts, and the result was compared and contrasted with previous findings.

3.9 Ethical Issues

Before the researcher went to the research site, he had already the request letter to gather data in the mentioned school (Ethio-parents' School) to carry out this research, and the participant teachers and students had expressed their willingness to participate in it. When the researcher arrived at the research site, first, he explained to all teachers about the research purpose and got their permission for the observation and questionnaire. Then after, he met the participant study teachers and students and it was outlined how they were going to be involved in it. Afterwards, he went to the classrooms to invite the students' participation and briefed them on the purpose of the study and the procedures, handed out the information sheet for them to read and answer questions or concerns they had regarding the research. At last, he obtained the permission of all students to fill in the questionnaire. In this thesis, the teachers and the students involved were identified by pseudonyms, and all the sources used were duly acknowledged.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

The main objective of this study was to analyze the nature and design of the listening tasks and their implementation in the classroom in the case of grade 9 English Textbook. This chapter of the research analyzes and interprets the data obtained from document analysis, classroom observation and questionnaire. The data obtained from these instruments were triangulated and discussed to offset the weaknesses of the other.

4.2 THE GRADE 9 ENGLISH STUDENTS' TEXT BOOK

4.2.1 General Description of Grade 9 English Students' Text Book

The task analysis and evaluation has been done on the new Grade 9 English for Ethiopia Students' Textbook. The current grade 9 English students' textbook has twelve units. Each unit has part A and part B and has different tasks/activities in the textbook. In each unit there are listening tasks. However, the number of listening tasks is not consistent across the units. There are two listening tasks in each of unit 1, 2, 4, 6, 7, 8 and 11. Unit 3, 5 and 9 each contain only one listening task. The last unit i.e. unit 12 contains three listening tasks. This study attempted to analyze only the listening tasks presented in the book. Each unit has its own objectives and tasks. The unit has an assessment part at the end of some units.

Table1 Guidelines for textbook analysis

Roll. No	Nature of the listening tasks	yes	No	Remark
1	Are the tasks interesting and motivating?		√	
2	Do the tasks promote meaningfulness	√		
3	Do the tasks have authentic nature?		√	
4	Do the activities promote suitability of tasks for pair/group works?	√		
5	Do the tasks promote purposefulness	√		
6	Do the activities contain stages of pre task, while task and post task?	√		
7	Do the tasks promote the use of integrated language skills	√		
8	Are the goals of the task obvious both for the teacher and the students?	√		

4.2.2 Data from Evaluation of the Students Textbook

The English for grade nine students' text book contains twelve different units and it contained twenty-one listening tasks. The grade nine students' text book begins with 'Learning to learn'. The pictures in most students' textbooks were not legible to see clearly and engage themselves in the given activities. In the first listening task, students were asked to listen to their teacher and write the names of each person in their exercise books, in the order that they hear. The given pictures were four, but they were not clearly displayed through colored pictures.

The listening passage (discourse) of the student's text book of grade nine was taken from written discourse so that the listening activities cascaded were almost similar to those of the 'reading aloud' (i.e., saying words as they were written). As a result of this, the material lost the natural feature (quality) of spoken English which is characterized by colloquial language, informal and spontaneously produced conversation. This artificial nature of the language doesn't give real life listening practice that must make the learners familiar to the natural feature of the spoken language.

The listening activities of Grade nine students' textbook were organized following-up the three stages of the most common pattern of teaching listening: pre-, while- and post-listening stages.

Identifying the listening tasks for the proposed evaluation was the first and an important activity conducted in this study. To do that the listening tasks which were suitable for evaluation had to be selected. The main listening tasks selected for evaluation were twenty-one in number. These are the listening tasks found in all the 12 units under the title “listening”. The following table presents the selected listening tasks in each unit.

Table 2 listening tasks in Grade 9 English Students’ Textbook

Unit	Listening Tasks
1	➤ Meeting others ➤ Simon Says
2	➤ Addis Ababa ➤ Debre Damo Monastery
3	➤ My favorite free-time activity
4	➤ Quiz ➤ A talk about nutrition
5	➤ Facts about HIV
6	➤ Famous People ➤ A Radio Interview
7	➤ Facts about New York, London and Hong Kong ➤ Living in Addis Ababa
8	➤ The importance of money ➤ A famous Ethiopian Entrepreneur
9	➤ Traditional Dances around the world
10	➤ A new story
11	➤ Which animal is being described? ➤ How the elephant got its trunk?
12	➤ An orphan’s story ➤ Chala’s Story ➤ An interview with Tesfahun Hailu

As indicated in table 1 above, the listening tasks found in Grade nine Students' English Textbook were 25 in number. From the table as it could be illustrated in unit two, all the skills have part A and part B; however, in part B of unit 2, there is not any task given which talks about listening skills. As it could be noticed, the tasks distributed in all unites were inconsistent in terms of their allocation (for instance, in unit 3, 5, 9 & 10). Each unit of the text-book included either one and/or two listening activities/tasks. It would have been better if each unit had been devoted to exposing students for consistent tasks in number and inculcate various types of listening skills and strategies at the same time. When the text-book give abundant opportunities to practice the skills in systematic and comprehensive ways, the students get more chance to practice the skills and the strategies again and again. These continuous practices of the skills make the learners more familiar with the strategies (O'Malley et al, 1989).

In this regard, some scholars like Atkins, et al, (1995) asserted that good listening lesson will obviously involve students in using more than one skill and may require all the skills to be employed. Keeping this point as it is, other scholars (like Hughes,1989, Underwood, 1989) also assert that if the purpose of teaching is intended for practicing the skills of listening, the exercises should not be dominated by questions which demand a wide range of linguistic abilities rather than the skills of listening. From this point of view, we can evaluate grade nine students' text-book, and the listening exercises were purposely designed to let the learners practice the skills of listening. However, most of the exercises in the text-book as a whole as well demanded the skills of grammar, vocabulary, and writing, speaking, and reading comprehension at large. These made grammar, vocabulary, writing, speaking, and reading have a strong influence on the students' success of listening achievement other than the skills of listening. This can be one factor which affected the students' command of the target language ability comprehension.

4.2.3 Evaluation of the Listening Tasks

In the second unit the tasks were designed about places to visit; however spelling errors were also noticed when the extracts were attached (i.e., Tatu to say Taitu). The problem, maybe, a teacher could read Tatu as it appears in the written discourse except realizing that as it could be Taitu, the Emperors wife, through his/her common sense knowledge. The teacher during classroom observations did not notice when he tried to explain the vocabulary terminology that a learner was asking in nearby the researcher sat. The questions he raised were to know the meaning of eucalyptus (see appendix C attached the copy of this listening extract.) The other problem of this listening extract was the Debre Damo Monastery's information was too long to decipher and comprehended by grade nine students' level. The researcher can say that extracts were too long to listen to and understand clearly. The listening extracts were attached at the end of the students' book, and it would be better had the listening text been not attached at the end of the book due to the fact that it might deter the listeners.

Besides, in unit 3 of the students' text book there were four people who talked about their own spare time activities. These people were Demissie, Fanose, Ibrahim and Zebida. However, the length of discourse they spoke was a bit long so students might not comprehend the ideas they were doing in their free times. The classroom observations results also proved this. One of the students was in section A who complained to the teacher 'it is long teacher to understand'. During this time the teacher had read these four people's idea once; he had to dictate it one after the other. Besides, the teachers were dictating the extracts presented either once or twice, and it was rarely that they read it three and more than three times depending on the type of tasks and the available noise sounds around the classes.

4.2.4 Goals (Objectives)

The grade 9 English students' textbook provides the speaking tasks objectives in the entire units. All the objectives of listening tasks in Grade nine students' textbook were found clear.

Table 3: Goals or objectives of Grade nine students' English Text-Book

Unit	Objectives
1	<ul style="list-style-type: none"> ➤ Play a listening game ➤ Listen and match descriptions to photographs ➤ Follow simple instructions
2	<ul style="list-style-type: none"> ➤ Listen to a passage about Ethiopia and identify statements as True or False ➤ Listen and complete a passage about Debre Damo monastery
3	<ul style="list-style-type: none"> ➤ Listen to teenagers talking about their hobbies ➤ Listen to speakers taking about their hobbies
4	<ul style="list-style-type: none"> ➤ Listen to a talk about nutrition
5	<ul style="list-style-type: none"> ➤ Listen to facts about HIV
6	<ul style="list-style-type: none"> ➤ Listen and match descriptions with famous people ➤ Match text and pictures of famous people, and talk about them ➤ Listen to an interview about Tilahun Gessesse and answer questions about it
7	<ul style="list-style-type: none"> ➤ Listen and match facts about three cities to their photographs ➤ Listen and compare cities ➤ Listen to a passage about living in Addis Ababa
8	<ul style="list-style-type: none"> ➤ Find out about the work of an entrepreneur ➤ Listen to a text about a successful business entrepreneur
9	<ul style="list-style-type: none"> ➤ Discuss the traditional Ethiopian festivals ➤ Listen to a talk about folk dancing
10	<ul style="list-style-type: none"> ➤ Listen to a report about a robbery from a jeweler's shop
11	<ul style="list-style-type: none"> ➤ Listen and complete a chart about animals ➤ Listen and match animals with words and pictures ➤ Listen to a story about how the elephant got its trunk
12	<ul style="list-style-type: none"> ➤ Listen to an orphan's story and answer questions on it ➤ Listen to an interview with a disabled person --

As it can be seen in the above table, the objectives of the listening tasks in grade 9 students' English text-book are jargon free and they are presented in short and precise way. Therefore, students can understand what these objectives can mean to them. Despite there were teachers who did not clearly expressed the objectives of the tasks presented in the textbook, as the observation result depicted. The problems of the objectives is that it is difficult for the students to identify them clearly from the mixed objectives that are presented in units 1, 2, 6, 7 and 11. Each skill objective would have been stated separately and clearly in their respective section, so learners could easily decipher and know what to do and where to proceed accordingly.

4.3 Data from Classroom Observations

The classroom observations were made based on the designed checklists seen subsequently. The observations, thus, were noticed frequently when the EFL teachers tried to deliver the course.

The first classroom observation was done in grade nine section A, and in this classroom, the teacher's attempted to make the class stress free environment and students were observed when they participate in the question and answer exchange. The teacher did his utmost effort to help his students participate by jumping from a terrace to terrace and moving between the lines. It was discovered that the teacher was very energetic and dedicated to monitor and control students' learning. He was facilitating and counseling the students by moving from corner to corner. He evidently exhibited preparedness and managed to help the class practice various language skills. The class was working with the text-book at hand, and they were asked and instructed to focus on the verb rather than focusing on the prepositions and other words.

Unlike the other teachers, teacher A, in the first-round visit, often tried to create opportunities in which students could express themselves in English. The way he encouraged his students to involve in the listening comprehension was quite impressive. Actually, what was impressive is that before he started teaching, an attempt was made to create a stress-free and friendly classroom atmosphere. So, learners were not frustrated to deliver and practise the target language independently and cooperatively.

The first research criterion was to check whether the students made to brainstorm on the title before the actual listening engagement or not, and based on this criterion, teachers failed to make

students brainstorm the title of the lesson. Besides, it was tried to see the teaching-learning process in terms of whether the teacher gave preliminary introduction about the topic or not for learners, and EFL teachers of Grade nine failed to do this. In the whole observed classes, students were not made to plan for the task they were to do in the class. In the pre-listening phase, an attempt to observe whether the students made to predict the listening discourse in the EFL classes or not was considered as a criterion and it was unthinkable to get and notice such kind of prediction about the subsequent listening discourse.

Table 4: Classroom Observation Guidelines

Period of time for observation From **October08, 2018 to Feburary22, 2019**

Phases	Guidelines	Yes	No	Remark
Pre listening	Does the teacher explain the objectives of the task?		√	
	Are the students made to brainstorm on the topic of the day before the listening task?		√	
	Are the students made to predict the listening task?		√	
While listening	Does the teacher make the activities promote meaningful to the students?		√	
	Does the teacher make the activities real-world type and promote purposefulness?		√	
	Do the whole students engaged in the listening task?	√		
Post listening	Does the teacher gave pre task, while task and post task activities	√		
	Does the teacher make the students to do the activities in pair or group?		√	
	Does the teacher relate the activities to the student's experience?		√	
	Does the teacher make students use all the language in integrated manner?		√	

In the while listening phase, learners were observed in terms of whether the activities promote meaningful types of tasks or not, and for this criteria, EFL teachers failed to implement this, and learners were unable to guess the forthcoming ideas of the listening discourse. The next evaluation criterion was to see if the activities were real-world based and promotes purposefulness and for this concept, the presented tasks in the text-book were not authentic and did not promote the learners listening abilities. Of course, in the while listening stage, all students were engaged actively in the actual listening phases, and it seemed that they were doing it effectively, but when the teachers asked them a few questions from the listening discourse, they were unable to answer it correctly. This implied that students were not properly listening to the listening (the dictated) discourse.

In the post listening phase, the activities did not contain the three stages of listening (pre, while and post-listening phases). The given tasks were not suitable for group and/or pair works rather the tasks were suitable for independent works, and the tasks lacked to relate and touch the real-life experiences of the students. During the actual listening phase, learners were unseen to relate the lesson with their experience in one or the other way. Lastly, it was unable to see when learners integrate the listening skills with other skills of the target language. For instance, after students listen, they were not asked to write and speak what they have listened.

In summary, the listening tasks were evaluated in terms of whether the contents that the listening texts were authentic or not, and in terms of this, the discourse text were not real-world based and it did not help learners to relate lessons with their real-life experiences. Some of the lessons were not prepared to the level of learners (e.g., Unit 1 and in unit 2 Debre Damo). Some others lessons were jumped over to the other English lesson skills and these lessons were grammar and reading. Generally, teachers were observed when they skip over the listening texts and move on to other skills lessons. The text-book by itself did not include real world nature of tasks that help learners to relate their day-to-day life experiences with the day's lesson.

4.4 Data from Students' Questionnaire

In the questionnaire, there are 26 items related to results pertaining to the listening comprehension problems and its implementations faced during the listening teaching-learning process, the aim of which is to specify the perspectives of the EFL students. Table 4 below clarifies the results pertaining to the problems faced during the listening process.

Table 5: Students response of the questionnaire on listening tasks

No	Items		Frequency	Percentage
1	I find it challenging to focus on the text when I have trouble understanding because of the teacher's accent.	Strongly Agree	3	7.5
		Agree	16	40
		Uncertain	6	15
		Disagree	11	27.5
		Strongly Disagree	4	10
		Total	40	100
2	After listening, I find it difficult to evaluate the overall accuracy of my comprehension, and my teacher failed to help me predict about the text.	Strongly Agree	1	2.5
		Agree	7	17.5
		Uncertain	10	25.0
		Disagree	19	47.5
		Strongly Disagree	3	7.5
		Total	40	100
3	Most of the listening tasks in the textbook are familiar to me, and I don't need my teacher's help.	Strongly Agree	7	17.5
		Agree	14	35.0
		Uncertain	6	15
		Disagree	10	25
		Strongly Disagree	3	7.5
		Total	40	100
4	While listening, I find it difficult to guess the meaning of unknown words by linking them to known words.	Strongly Agree	3	7.5
		Agree	9	22.5
		Uncertain	7	17.5
		Disagree	15	37.5
		Strongly Disagree	6	15
		Total	40	100
5	The tasks in the textbook are beyond my level so the teacher should provide me other opportunities to improve my listening.	Strongly Agree	7	17.5
		Agree	4	10.0
		Uncertain	13	32.5
		Disagree	11	27.5
		Strongly Disagree	5	12.5
		Total	40	100
6	During listening, I have difficulty checking whether I correctly understand the meaning of the whole chunks of the listening text.	Strongly Agree	3	3.5
		Agree	8	20.0
		Uncertain	7	17.5
		Disagree	17	42.5
		Strongly Disagree	4	10.0
		Total	40	100

As observed in table 4 above, for the 1st item, regarding whether they found it challenging to focus on the text when they have trouble understanding due to the EFL teacher's accent and, and for this item, the majority (i.e., 47.5 percent of them agreed that they encounter challenges to focus on the text due to the teacher's accent. On the other hand, 15 (37.5 per cent) of them rated their disagreement. The remaining 6 (15%) of them were not sure about the enquired point. This implied that the majority of students had difficulties to focus on the text when they had trouble to comprehend a text because of their teachers' accent. For the 2nd item, regarding after listening, whether they found it difficult to evaluate the overall accuracy of their comprehension or not was inquired, and for this item, 21 (55%) of the respondents disagreed on the overall accuracy of their comprehension level, but 8 (20%) of the respondents agreed on the raised issue. This score indicates that the participants were not sure about the item. In this regard, Underwood (1989:19) states, "students who are unfamiliar with the cultural context may have considerable difficulties in interpreting the words they hear even if they can understand their 'surface' meaning". Among many factors of listening comprehension, as stated above, cultural contexts could be taken as one of the most decisive factors for students' comprehension, and EFL teachers failed to tell their learners predict about the listening discourse.

Regarding the 3rd item, whether most of the listening tasks in the textbook were familiar to them or not was asked, and for this item, the majority of the respondents 21 (52.5%) agreed on the raised issue. On the contrary, 13 (32.5%) of the other respondents reacted their disagreement. The remaining 6 (15%) of them rated undecided. This implied that many of the students did not need any help from their teachers due to the simplicity and clarity of the instructions, and it seemed that learners are satisfied with its implementation. Similarly, learners were asked in the 4th item about while listening, whether they found it difficult to guess the meaning of unknown words by linking them to known words. For this item, 21 (52.5%) of them disagreed on the point, and to the opposite, 12 (30%) of them showed their agreement. The rest 7 (17.5%) of the respondents rated as they were undecided on the point that was asked.

On the fifth item, respondents were asked whether the tasks in the text-book were beyond their level of understanding so the teacher should provide them other opportunities to improve their listening or not, and for this item, 16 (40%) of the respondents rated their disagreement, but 11 (27.5%) of the other respondents proved their agreement. However, the rest 13 (32.5%) said

undecided. Lastly, in the above table, learners were asked regarding during listening that they have difficulties of checking whether they correctly understand the meaning of the whole chunks of the listening text or not, and for this item, 21 (52.5%) of the respondents disagreed on the idea asked, and 11 (27.5%) of them agreed on the point mentioned. The rest 7 (17.5%) of them rated undecided.

Table 6: Students response of the questionnaire on listening tasks

No.	Items		Frequency	Percentage
7.	The listening tasks help me to use my background knowledge, while I do them.	Strongly Agree	16	40.0
		Agree	16	40.0
		Uncertain	3	7.5
		Disagree	5	12.5
		Strongly disagree	—	0
			40	100
8.	When I listen to texts in English, I have trouble with listening for the main idea of the text due to the teacher's poor pronunciation.	Strongly Agree	1	2.5
		Agree	5	12.5
		Uncertain	11	27.5
		Disagree	13	32.5
		Strongly Disagree	9	22.5
			39	97.5
9.	I find it difficult to use the context to guess those parts of a listening text that I cannot hear clearly.	Strongly Agree	9	22.5
		Agree	17	42.5
		Uncertain	10	25.0
		Disagree	3	7.5
		Strongly Disagree	1	2.5
			40	100
10.	While listening, I have problems making meaningful personal associations with the new information.	Strongly Agree	1	2.5
		Agree	3	7.5
		Uncertain	9	22.5
		Disagree	18	45.0
		Strongly Disagree	9	22.5
			40	100
11.	I am confused about what and how to do the tasks in the textbook.	Strongly Agree	3	7.5
		Agree	2	5.0
		Uncertain	7	17.5
		Disagree	19	47.5
		Strongly Disagree	9	22.5
			40	100
12.	The listening tasks in the textbook are appropriate to work in pair with other students	Strongly Agree	12	30.0
		Agree	21	52.5

in the classroom.	Uncertain	4	10.0
	Strongly Disagree	3	7.5
	Total	40	100

As table 5 presented above, in item 7 learners were asked whether the listening tasks help them to use their background knowledge, while they do them or not, and the majority 32 (80%) of them agreed on the issues raised. To the reverse, 5 (12.5%) of them showed their disagreement and the remaining 3 (7.5%) of them rated their undecided stand. In item 8, students were also asked when they listen to texts in English, whether they have trouble with listening for the main idea of the text or not, and for this item, 22 (55%) of the participants rated their disagreement, and to the reverse, 6 (15%) of them agreed. The rest 11 (27.5%) of them rated undecided behaviour. In item 9, whether they found it difficult to use the context and guess those parts of a listening text that they could not hear clearly, and in this regard, 26 (65%) of them showed their agreement, but 4 (10%) of them disagreed on this point. However, the rest 10 (25%) of the respondents rated undecided. In the same table above in item 10, the respondents were asked whether they have encountered while they were listening, problems making meaningful personal associations with the new information, and for this item 27 (67.5%) of the respondents indicated their disagreement, but 4 (10%) of the others showed their agreement. The remaining 9 (22.5%) of them disclosed undecided. In item 11, students were asked if they had confused about what and how to do the tasks in the textbook, and for this item, 28 (70%) of the respondents showed their disagreement, and 7 (17.5%) of the others were unsure about the enquired item. The remaining 5 (12.5%) of them agreed on the point. Lastly, in the above table, students were asked whether the listening tasks in the textbook were appropriate to work in pair with other students in the classroom or not, and for this item, 33 (82.5%) of the respondents reported their agreement. To the reverse, 3 (7.5%) of them indicated their disagreement, and 4 (10%) of them were uncertain about the raised idea.

Table 7: Students response of the questionnaire on the listening tasks

No.	Items		Percent	Frequency
13.	Before listening, it is difficult for me to predict it from the visuals what I will hear.	Strongly Agree	4	10.0
		Agree	4	10.0
		Undecided	13	32.5
		Disagree	14	35.0
		Strongly Disagree	5	12.5
		Total	40	100
14	While listening, I have difficulty to check my understanding of the text based on what I already know about the topic.	Strongly Agree	2	5.0
		Agree	3	7.5
		Undecided	7	17.5
		Disagree	25	62.5
		Strongly Disagree	3	7.5
		Total	40	100
15	I find it difficult to make a mental summary of information gained through listening.	Strongly Agree	4	10.0
		Agree	6	15.0
		Undecided	7	17.5
		Disagree	21	52.5
		Strongly Disagree	2	5.0
		Total	40	100
16	It is difficult for me to relate what I hear with something from an earlier part of the listening text.	Strongly Agree	2	5.0
		Agree	11	27.5
		Uncertain	6	15.0
		Disagree	16	40.0
		Strongly Disagree	5	12.5
		Total	40	100
17	I have difficulty with finding out what the main purpose of the listening task I am going to do is.	Strongly Agree	1	2.5
		Agree	6	15.0
		Uncertain	7	17.5
		Disagree	21	52.5
		Strongly Disagree	5	12.5
		Total	40	100
18	I find it difficult to understand the listening text when speakers speak with varied accents.	Strongly Agree	11	27.5
		Agree	8	20.0
		Uncertain	9	22.5
		Disagree	9	22.5
		Strongly Disagree	3	7.5
		Total	40	100

In the above table, learners were asked whether before listening was difficult for them to predict it from the visuals what they would hear or not, and for this item, 19 (47.5%) of the respondents disagreed, and 8 (20%) of them agreed and the rest 13 (32.5%) of them were unsure about the raised issue. For the 14th item, 28 (70%) of them disagreed while listening as they have difficulties to check their understanding of the text based on what they already know about the topic, but some others i.e., 5 (12.5%) of them agreed on the raised issue. The remaining 7 (17.5%) of the participants replied undecided. In relation to this, inability to concentrate could be taken as one of the key factors affecting learners listening ability. Thus, learners' interest should be taken into consideration during the selection or preparation of the listening materials. In this context, Underwood (1989) associates concentration with interest. According to him, "if students find the topic interesting, they will find concentration easier." In item fifteen, students were asked to rate whether they find it difficult to make a mental summary of information gained through listening, and for this item, more than half of them 23 (57.5%) disagreed on the point, but some others replied that 10 (25%) agreed on the issue. However, undecided was rated by 7 (17.5%) of the repliers.

For item 16, 21 (52.5%) more than half of them disagreed that it was difficult for them to relate what they hear with something from an earlier part of the listening text. On the other hand, 13 (19.5%) of them showed their agreement. The rest 6 (15%) of them were not sure about the point. For item seventeen, the majority of them disagreed whether they have difficulties with finding out what the main purpose of the listening task that they were going to do, and for this question, 26 (65%) of them disagreed on the point. To the reverse, 7 (17.5%) of them agreed on the issue. Whereas, 7 (17.5%) of them were unsure about it. In item 18, students were asked whether they find it difficult to understand the listening text when speakers speak with varied accents or not, and for this question, 19 (47.5%) of them agreed on the enquired point, but 12 (30%) of the others disagreed, and 9 (22.5%) of the remaining respondents rated undecided. This showed that many of the students had difficulties of deciphering the listening text when speakers speak with varied accents.

Table 8: Students response of the questionnaire on the implementation of listening tasks

No.	Items		Frequency	Percentage
19	I have difficulty understanding speakers with unfamiliar accents.	Strongly Agree	13	32.5
		Agree	11	27.5
		Undecided	7	17.5
		Disagree	9	22.5
		Total	40	100
20	I find it difficult to understand the meaning of words which are not pronounced clearly.	Strongly Agree	7	17.5
		Agree	21	52.5
		Undecided	5	12.5
		Disagree	6	15.0
		Total	39	97.5
21	I find it difficult to understand listening texts in which there are too many unfamiliar words.	Strongly Agree	5	12.5
		Agree	18	45.0
		Undecided	9	22.5
		Disagree	4	10.0
		Strongly Disagree	4	10.0
Total	40	100		
22	I find it difficult to understand well when speakers speak too fast.	Strongly Agree	7	17.5
		Agree	18	45.0
		Uncertain	6	15.0
		Disagree	7	17.5
		Strongly Disagree	2	5.0
Total	40	100		

In table 7 above, students were asked to rate whether they have difficulties in understanding the speakers with unfamiliar accents or not, and for this item, 24 (60%) of them agreed on the issue and undecided was confirmed by 7 (17.5%) of them. However, the rest respondents 9 (22.5%) of them disagreed on it. Likewise, learners were asked in item 20 if they find it difficult to understand the meaning of words which were not pronounced clearly, and for this enquired item, 28 (70%) of them agreed on the stated point, on the other hand, 6 (15%) of them disagreed. The rest learners 5 (12.5%) reacted on undecided. In item 21, many of the participants (i.e., 23 (57.5%)) of them showed their consensus about if they found it difficult to understand listening texts in which there were too many unfamiliar words given, whereas, the other 8 (20%) of them did not agree on the point. The remaining respondents i.e., 9 (22.5%) of them were not certain on

the inquired point. Twenty-five respondents (62.5%) of the respondents, for item 22, replied that they found it difficult to understand well when speakers speak too fast, but 9 (22.5%) of the others reckoned their disagreement. For same item, 6 participants and/or (15%) of them replied undecided.

Table 9: Students response of the questionnaire on the implementation of listening tasks

No.			Frequency	Percentage
23	I find it difficult to understand listening texts which have difficult grammatical structures.	Strongly Agree	7	17.5
		Agree	15	37.5
		Uncertain	8	20.0
		Disagree	6	15.0
		Strongly Disagree	4	10.0
		Total	40	100
24	I find it difficult to understand the listening text when the speaker does not pause long enough.	Strongly Agree	4	10.0
		Agree	14	35.0
		Uncertain	6	15.0
		Disagree	13	32.5
		Strongly Disagree	3	7.5
		Total	40	100
25	I am slow to recall the meaning of words that sound familiar.	Strongly Agree	4	10.0
		Agree	14	35.0
		Uncertain	9	22.5
		Disagree	11	27.5
		Strongly Disagree	2	5.0
		Total	40	100
26	I find it difficult to interpret the meaning of a long listening text.	Strongly Agree	9	22.5
		Agree	15	37.5
		Uncertain	8	20.0
		Disagree	4	10.0
		Strongly Disagree	4	10.0
		Total	40	100

Participants were asked whether they found it difficult to understand listening texts which have difficult grammatical structures or not in item twenty-three, and 22 (55%) of them proved through their agreement, and 8 (20%) of them were not sure about the inquired item. On the reverse, 10 (25%) of the remaining respondents confirmed their disagreement. Likewise, for item 24, 18 (45%) of them showed their agreement, and 6 (15%) of them were not certain on the

point. Whereas, the rest 16 (40%) of the respondents rated their disagreement. For the twenty-fifth item, 18 (45%) of the respondents were slow to recall the meaning of words that sound familiar, and 9 (22.5%) of the others reacted undecided. Whereas, the rest 13 (32.5%) of them disagreed. Lastly, respondents were asked whether they found difficult to interpret the meaning of a long listening text, 24 (60%) of them agreed on the enquired point. To the opposite, 8 (20%) of them agreed on this idea, and the remaining 8 (20%) of them were not sure about it.

Participants were also asked what kind of improvements should be made to improve the listening tasks implementations, and for this item, learners replied that there should be English laboratory classes and they noted that there should be ‘exposure of the target language outside the classroom’. These respondents also remarked that when learners have their effort to practice the target language (English) and listen more, then they can improve their comprehension ability. Respondents were also asked to suggest if they had any other point, and they stated that teachers would be better to take trainings to improve their teaching methodology, and some others also noted that the English language teachers should update themselves individually, and they have pivotal roles to improve their students’ effective listening ability.

Moreover, to improve the communicative tasks, students blame themselves. They said this because they had less effort in improving their listening and other macro and micro skills of the target language. Furthermore, some of these respondents added that they did not provide emphasis for the listening skills since it would not appear in grade ten matriculation examination. They noted that since the past matriculation sheets did not include the listening skills questions/items, they became reluctant to give focus on the listening skills.

Besides, students provided reply on the nature of the book’s contents/materials, and they said that the material did not have any relationship with the experience of themselves. In this regard, Wilson (2008) says that if our students hear only graded material, they will be inadequately prepared to cope with features of the target language such as patterns of discourse, fillers, redundancies, false starts, etc. when they need to understand English as it is spoken on the street, at meetings or on television. Underwood (1989) also states students working with non-authentic materials are led into false expectations about what will occur in the real spoken language which

they will wish to understand (communicate). If students constantly receive real listening input, they will find it easier when they use it in real life and their true listening will be developed.

4.5 Discussion

The study attempted to evaluate grade 9 English Textbook listening tasks and their implementation in the classroom based on the research questions. This section also summarizes the results of the research, and discusses the findings with the reference to the above specific objectives of the study.

4.5.1 Nature of the Listening Tasks

In order to evaluate the nature of the listening tasks of grade 9 English students' textbook a checklist was prepared based on the review of related literatures discussed so far and the results were presented above under the title 'presentation and analysis of data from the textbook'. The data from the textbook showed that most of the tasks were not likely interesting and motivating to the students. For example, the grade nine Students' text book begins with 'Learning to learn' and the pictures in most students' textbooks were not legible to see clearly and engage themselves in the given activities. In the first listening task, students were asked to listen to their teacher and write the names of each person in their exercise books, in the order that they listened. The given pictures were four, but they were not clearly displayed through colored pictures, and this might deter students not to critically identify what they listened based on the given orders. The other shortcoming of this listening extract was that the given extracts were very short to the extent that could not inform the listeners the descriptions of each person.

Most of the listening tasks were not authentic. The listening passage (discourse) of the student's text book of grade nine was taken from written discourse so that the listening activities cascaded were almost similar to those of the 'reading aloud' (i.e., saying words as they were written). As a result of this, the material lost the natural feature (quality) of spoken English which is characterized by colloquial language, informal and spontaneously produced conversation. This artificial nature of the language doesn't give real life listening practice that must make the learners familiar to the natural feature of the spoken language. Transforming the written discourse to spoken discourse has also another disadvantage. The first one is with regard to

density; the information in the written English is packed densely when compared with that of the spoken English (Ur, 1984; Underwood, 1989; McDonough & Shaw, 1993). The density of the information can interfere with the learners' listening comprehension. The second is when the two are compared in reference to syntax: while the spoken language is syntactically simpler, the written language is relatively complex for the grade nine students (Brown & Yule, 1983). Such complexity can also interfere with the learners' listening comprehension.

The number of speaker in the listening activities is one, and the presented talk was in the form of narration. This type of talk in which only one speaker is engaged and only one type of speaking style (i.e., only narration) prevailed has its own disadvantage. Such speech characteristics could not provide the learners with the opportunity for adequate real life EFL listening practices. The reason why this happens is that such kind of talk may not let the learners be familiar with the natural conversation of the real life which usually involve two or more participants.

Except few listening activities, most of them were not organized following up the three stages most common stages of teaching language skills: the pre, while and post listening stages which let students apply the different listening strategies such as predicting, inferring, transferring ideas, etc.

The other salient feature to be treated in evaluate the nature of the listening tasks is to check the existence of the list of objectives .Because it provides learners with the opportunity to determine for themselves were they are going and what they can expect to achieve.(Hyland ,2006).

As it is presented above the grade 9 English students' textbook provides the listening tasks objectives in the entire units. Objectives should be expressed in terms of what students/learners should do (Nunan, 1988). With this regard, all the objectives of listening tasks in Grade nine students' textbook were found clear. Almost, all the objectives stated what students are able to do. Besides, as Richards (1994) mentioned we should expect teaching materials to be clear in a sense that they are unambiguous, jargon free and concise for the sake of precision.

As it can be seen in the above table, the objectives of the listening tasks in grade 9 students' English text-book are jargon free and they are presented in short and precise way. Therefore, students can understand what these objectives can mean to them. Despite there were teachers

who did not clearly expressed the objectives of the tasks presented in the textbook, as the observation result depicted. The problems of the objectives is that it is difficult for the students to identify them clearly from the mixed objectives that are presented in units 1, 2, 6, 7 and 11. Each skill objective would have been stated separately and clearly in their respective section, so learners could easily decipher and know what to do and where to proceed accordingly.

Most tasks in the textbook promote purposefulness. That means they have a purpose that is beyond the a classroom exercise .Almost all the listening tasks presented in the text are related to the students' day to day life .So while doing the tasks students can develop their communication skills. However, during the classroom observation teachers were observed when they fail to make the activities real-world type and promote purposefulness.

The listening tasks found in the text were also meaningful to the students because they were observed while they were totally engaged in the listening tasks during the classroom observation. In addition, as we can see the topics of the listening tasks they were of types that enable students exchange ideas among themselves. This is one of the criteria of good communicative language tasks as it is cited by Haliday (1975). The responses from the students' questionnaire also assured that majority of the respondents i.e.35% agreed that most of the listening tasks in the text are familiar and they don't need their teacher's help.

With regard to integrating language skills most tasks promote the use of all language skills. All the listening tasks in the text ask students to speak write or read after the listening text (discourse). During the classroom observation however, students were not seen being exposed to a various types of tasks which engage the use of other skills.

Suitability for pair and group work is another good nature of the listening tasks seen in the textbook .There are many listening activities that are suitable for pair and group work in the text book .However, most teachers are observed when they rely on focusing giving individual activities. Nevertheless, students were asked whether listening tasks in textbook were appropriate to work with other students and 32(82.5) of them responded that they agreed that listening activities are suitable for pair or group work.

4.5.2 Implementation of the Listening Tasks

In order to assess how the English language teachers were implementing the listening tasks presented in grade 9 students' English textbook, checklists were prepared to serve as guidelines during classroom observation. The results were presented in the previous pages. During the pre-listening stage, students were not made to brainstorm on the listening title before the actual listening engagement. That means the stages of the listening skills were properly implemented by the observed teachers though majority of the tasks in the textbook are organized in line with pre-, while-, and post-task activities.

The teachers were not often seen giving preliminary introduction about the listening tasks. In the students' questionnaire, students were also asked whether most of the listening tasks in the textbook were familiar to them or not and whether they don't need their teacher support. 52.5% of the respondents agreed that most of the topics were familiar to them and they don't need any help from their teachers. This shows that the listening texts were not difficult to the students.

During the while-listening phase, though all the listening tasks promote meaningfulness, the teachers were not observed attempting to make the tasks meaningful to the students. However, majority of the respondents (i.e. 52.5%) of them said that they didn't have difficulty in understanding the meaning of the whole chunks of the whole listening tasks.

In the post-listening phase, most English teachers were not observed trying to relate the lesson with the students' experience. Moreover, teachers were not giving pair work and group work to make students cooperate and learn from one another. Besides, they were not seen giving ample activities that enable students to use language skills in an integrated manner. On the contrary, in the questionnaire given to the students, about 82.5% of respondents claim that the listening tasks are appropriate to work in pair or group. This reveals that the teachers didn't give pair or group work activity because of their lack of preparation or any other problem.

4. 5. 3 Suggested Improvements to Enhance Communicative Tasks in the Textbook

Participants were also asked what kind of improvements should be made to improve the listening tasks implementations, and for this item, learners replied that there should be English laboratory classes and they noted that there should be ‘exposure of the target language outside the classroom’. These respondents also remarked that when learners have their effort to practice the target language (English) and listen more, then they can improve their comprehension ability. Respondents were also asked to suggest if they had any other point, and they stated that teachers would be better to take trainings to improve their teaching methodology, and some others also noted that the English language teachers should update themselves individually, and they have pivotal roles to improve their students’ effective listening ability.

Moreover, to improve the communicative tasks, students blame themselves. They said this because they had less effort in improving their listening and other macro and micro skills of the target language. Furthermore, some of these respondents added that they did not provide emphasis for the listening skills since it would not appear in grade ten matriculation examination. They noted that since the past matriculation sheets did not include the listening skills questions/items, they became reluctant to give focus on the listening skills.

Besides, students provided reply on the nature of the book’s contents/materials, and they said that the material did not have any relationship with the experience of themselves. In this regard, Wilson (2008) says that if our students hear only graded material, they will be inadequately prepared to cope with features of the target language such as patterns of discourse, fillers, redundancies, false starts, etc. when they need to understand English as it is spoken on the street, at meetings or on television. Underwood (1989) also states students working with non-authentic materials are led into false expectations about what will occur in the real spoken language which they will wish to understand (communicate). If students constantly receive real listening input, they will find it easier when they use it in real life and their true listening will be developed.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary:

The study attempted to evaluate grade 9 English Textbook listening tasks and their implementation in the classroom, and the study has the following basic research questions.

In summary, in order to answer the research questions of the study, Ethio-parents' secondary and preparatory private School found in Addis Ababa was chosen. In this study the researcher employed three research instruments (tools). These were, document analysis, classroom observations and questionnaire. The data obtained from these tools were analyzed and triangulated to offset the weakness of the data gained through the other instruments. The listening tasks selected for evaluation were twenty-one in number.

In relation to the first research question, the objectives of each listening tasks were clearly and precisely mentioned; however, the nature of tasks did not meet all the criteria set for the communicative tasks, and the tasks distributed in every units were not consistent in terms of number and content. The nature of tasks determined their goals and objectives to be achieved separately; despite there were teachers who did not clearly expressed the objectives of the tasks presented in the textbook, as the observation result depicted. The listening activities of Grade nine students' text-book were not organized following-up the three stages of the most common pattern of teaching listening: pre-, while- and post-listening stages, which let the students apply different listening strategies (such as predicting, inferring, transferring ideas, etc.).

Moreover, teachers failed to implement the three phases of listening skills. EFL teachers were not practicing with their students when they instruct to predict before the actual phases of listening text. The consequence is that learners failed to decipher and integrate one skill (listening) with the other skills like listening with writing, and/or after they listen learners failed to write, speak and interact with other learners.

Learners failed to implement properly and decipher the given tasks and activities as it was expected. In the while listening stage, the whole students were engaged in the listening tasks, and

it seemed that they were doing it effectively, but when the teachers asked them a few questions from the listening discourse (questions from the tasks), they were unable to answer it correctly. This implied that students were not properly listening to the extracts.

In the analysis of the students' text-book of grade nine, it was indicated that the number of speaker in the listening activities was one, and the way the talk was presented is in the form of narration. This type of talk in which only one speaker is engaged and only one type of speaking style (i.e., only narration) prevailed has its own disadvantage. Such speech characteristics may not provide the learners with the opportunity for adequate real life EFL listening practices. The reason why this happens is that such kind of talk may not let the learners be familiar with the natural conversation of the real life which usually involve two or more participants.

With the exception of a few units, Grade nine students' English text-book did not have pre-listening tasks. As a result, students who have no background knowledge about the target topics could be affected by the missing of the pre-listening tasks. As discussed in the previous chapter, many of the participants in this study have responded that unfamiliar topic often or always interfered with their listening comprehension, and also as indicated in the previous chapter, the majority of the participants responded that they found it difficult to predict what would come next at the time of listening. The cause of these problems may be due to lack of pre-listening tasks in the book that help to activate the learners' schemata, which in turn lead the learners to prepare themselves to listen.

Generally, the listening tasks were tried to be evaluated in terms of whether the contents that the listening texts were authentic or not, and in terms of this, the discourse texts were not real-world. Some of the lessons were not prepared to the level of learners (e.g., Unit 1 and in unit 2 Debre Damo). Some others lessons were jumped over to the other English lesson skills. Teachers were observed when they skip over the listening lessons, and the text-book by itself did not include real-world nature of tasks which help learners to relate their day-to-day life experiences with the lesson, and the result showed that EFL teachers were unable to implement properly how to implement the phases of listening skills, and the listening tasks themselves were not enough to the level of grade nine students. Moreover, the tasks lacked consistency in terms of number in each unit and the tasks were not presented either from deductive to inductive or to the reverse from simple to complex, as we go through the pages of the books through time. Some EFL

teachers were unable to dictate the listening extracts three and for more than three times accordingly.

5.2. Conclusions

1. The nature of the listening tasks did not meet all the criteria set for communicative tasks. Not all the teachers give equal attention to teaching of listening phases. They sometimes or rarely teach it. This could be from the fact that the student book for listening is not as appropriate as possible.
2. EFL teachers were unable to introduce listening texts and activities; they usually give unclear instructions to the students and tell them simply to copy the activities in to their exercise book before pre and while listening sessions.
3. Teachers were not seen using appropriate visual supports, amending or adapting, the already prepared materials which demand preparation, and this proved that the implementations of teaching listening skills was inadequate and unsatisfactory.
4. Most of the listening texts were not equipped with varieties of exercises cascaded from the tasks. They focused on listening followed by speaking. The listening texts were less integrated with other English language skills.
5. Pre-listening stage is the stage where the ground is laid for the while-listening phase, but the teachers fail to implement some of the pre-listening activities. For instance, they rarely teach lexical items that contribute for understanding of the listening text. They did not encourage students to predict about the listening text before they get into the actual listening, and thus, its implementation was ineffective.
6. Though varieties of activities were expected to be practiced at the while listening stage to make students practice different skills of listening and to make language learning possible, the activities designed for this purpose by the text book writers were not as varied as possible. There was also little effort, on the part of the EFL teachers, to amend these activities or prepare their own so that students were engaged in doing them.
7. With regard to the post-listening stage, the data indicated that teachers usually failed to engage students in different activities of pair/group work, and sometimes it was practiced very rarely. Students were not exposed to extended activities like other language skills.

5.3 Recommendations

Based on the conclusions made, the following recommendations were forwarded:

1. Teachers should be given relevant training on how to implement teaching listening tasks on the students' text-book for grade 9 based on the phases of teaching listening skills.
2. Teachers on their part should exert maximum effort to prepare themselves that best suit to teach their students utmost. They should take time and prepare thoroughly before they come to class to teach listening.
3. The text-book writers should give attention to activities prepared for teaching of listening. They should vary activities so that teaching listening by integrating with other skills will be possible.
4. It would be also good if a listening text which is read by the teacher is not available in the students' book. It might hinder students to develop their listening ability once everything is in their book.
5. Teachers should be aware of the concept and use of extended activities when the listening is over. They should engage their students in pair/group work tasks so that students develop confidence and progress academically to improve the listening skills implementations.
6. Finally, the researcher recommended that further research should be carried out to replicate the findings of the study, and this study might be a spring board for other macro-skills of the target language.

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Appendixes

Appendix A: Textbook analysis checklist

Roll. No	Nature of the listening tasks	yes	No	Remark
1	Are the tasks interesting and motivating?			
2	Do the tasks have authentic nature?			
3	Do the tasks promote purposefulness			
4	Do the activities promote suitability of tasks for pair/group works?			
5	Do the activities contain stages of pre task, while task and post task?			
6	Do the tasks promote the use of integrated language skills			
7	Are the goals of the task obvious both for the teacher and the students?			

Slightly adapted from (Nunan, 1989)

Appendix B :A checklist for classroom Observation

Phases	Guidelines	Yes	No	Remark
Pre listening	Does the teacher explain the objectives of the task?			
	Are the students made to brainstorm on the topic of the day before the listening task?			
	Are the students made to predict the listening task?			
While listening	Does the teacher make the activities promote meaningful to the students?			
	Does the teacher make the activities real-world type and promote purposefulness?			
	Do the whole students engaged in the listening task?			
Post listening	Does the teacher gave pre task, while task and post task activities			
	Does the teacher make the students to do the activities in pair or group?			
	Does the teacher relate the activities to the student's experience?			
	Does the teacher make students use all the language in integrated manner?			

Slightly adapted from Nunan 1989

Appendix C: Students' Questionnaire
Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

Graduate Program (TEFL)

Students' Questionnaire

Dear Students,

This questionnaire is prepared to gather data for the research purpose on “Analysing the nature and design of the listening tasks and its implementation in the classroom in the case of grade 9 English textbook”. The researcher is interested in analysing the listening tasks and its implementations in the classroom in the case of grade 9 English text book. Your genuine and honest response to the questionnaire is valuable. Thus, you are kindly requested to read the given questions carefully and give your responses to each question. The information will be kept confidential and will not be used to evaluate your performance in any way.

Note that: You should not write your name.

Thanks for your cooperation in advance!

Part I: Personal Information

A. School: _____

B. Grade and Section: _____

Part II: in the following items given, there are some questions about your listening tasks and its implementation in the classroom in the case of grade 9 English text-book. Please tick (✓) mark on the space that is given in front of the items that matches your position most according to the following scales. There are not write or wrong answers. I am only inserted in investigating how you have seen the listening tasks and the nature of its implementations in English classes.

SA=Strongly Agree, A= Agree, UN= Uncertain or Neutral, D= Disagree, AD = Strongly Disagree

No.	Items	SA (5)	A (4)	UN (3)	D (2)	SD (1)
1.	I find it challenging to focus on the text when I have trouble understanding because of the teacher's accent.					
2.	After listening, I find it difficult to evaluate the overall accuracy of my comprehension, and my teacher failed to help me predict about the text.					
3.	Most of the listening tasks in the textbook are familiar to me, and I don't need my teacher's help.					
4.	While listening, I find it difficult to guess the meaning of unknown words by linking them to known words.					
5.	The tasks in the textbook are beyond my level so the teacher should provide me other opportunities to improve my listening.					
6.	During listening, I have difficulty checking whether I correctly understand the meaning of the whole chunks of the listening text.					
7.	The listening tasks help me to use my background knowledge, while I do them.					
8.	When I listen to texts in English, I experience difficulty with listening for the main idea of the text due to the teacher's poor pronunciation.					
9.	I find it difficult to use the context to guess those parts of a listening text that I cannot hear clearly.					
10.	While listening, I have problems making meaningful personal associations with the new information.					
11.	I am confused about what and how to do the tasks in the textbook.					
12.	The listening tasks in the textbook are appropriate to work in pair with other students in the classroom.					
13.	Before listening, it is difficult for me to predict it from the visuals what I will hear.					
14.	While listening, I have difficulty to check my understanding of the text based on what I already know about the topic.					
15.	I find it difficult to make a mental summary of information gained through listening.					
16.	It is difficult for me to relate what I hear with something from an earlier part of the listening text.					
17.	I have difficulty with finding out what the main purpose of the listening task I am going to do is.					
18.	I find it difficult to understand the listening text when speakers speak with varied accents.					
19.	I have difficulty understanding speakers with unfamiliar accents.					
20.	I find it difficult to understand the meaning of words which are not pronounced clearly.					
21.	I find it difficult to understand listening texts in which there are too many unfamiliar words.					
22.	I find it difficult to understand well when speakers speak too fast.					

23.	I find it difficult to understand listening texts which have difficult grammatical structures.					
24.	I find it difficult to understand the listening text when the speaker does not pause long enough.					
25.	I am slow to recall the meaning of words that sound unfamiliar.					
26.	I find it difficult to interpret the meaning of a long listening text.					

27. What kind of improvements should be made to improve the implementations of effective listening skills?

Do you have any further information you want to suggest?

(Developed base on the review of related literature)

Appendix: D
Amharic version of Students' Questionnaire

አዲስ አበባ ዩኒቨርሲቲ የቋንቋዎች ጥናት ተቋም የውጪ ቋንቋዎች ትምህርት ክፍል

በተማሪዎች የሚሟላ መጠይቅ

የዚህ መጠይቅ ዋና አላማው በዘጠነኛ ክፍል የእንግሊዘኛ መማሪያ መፅሐፍ ውስጥ ያሉትን የማዳመጥ ክህሎት ለማስተማር የተዘጋጁ መልመጃዎችን እና በክፍል ውስጥ አተገባበራቸውን መገምገም “Analysis of the listening tasks presented ion grade 9 English text book and its actual classroom implementation” በሚል ርዕስ ለሚደረገው ጥናታዊ ፅሁፍ መረጃ ለማሰባሰብ ነው። ስለዚህም ለመጠይቁ የምትሰጣቸው/ጫቸው ምላሽ ወሳኝ በመሆኑ ትክክለኛውን ምላሽ እንድትሰጡ በአክብሮት እጠይቃለሁ።

ይህንንም መጠይቅ ለመሙላት ውድ ጊዜህን/ሽን ስለሰጠኸኝ/ሽኝ ምስጋናዬን ከወዲሁ አቀርባለሁ።

ተ. ቁ	ጥያቄዎች	በጣም አስማማ	አስማማ	አይሆንም	አይደለም	በጣም አይሆንም
1.	የተሰጡትን የአድምጦ መረዳት መልመጃዎች መረዳት አስቸጋሪ ሲሆንብኝ በትኩረት ማዳመጥ እቸገራለሁ።					
2.	ካዳመጥኩ በኋላ የተሰጠውን የማዳመጥ ክህሎት መልመጃዎችን አጠቃላይ ትክክለኛነት ለመገምገም እቸገራለሁ።					
3.	አብዛኛዎቹ የማዳመጥ ክህሎትን ለማስተማር የተዘጋጁ መልመጃዎች ለእኔ አዲስ አይደሉም።					
4.	በማዳምጥበት ወቅት የአዳዲስ ቃላትን ትርጉም በፊት ከማውቃቸው ቃላት ጋር በማዛመድ መረዳት ያስቸግረኛል።					
5.	በመጻሕፍ ውስጥ ያሉትን የአድምጦ መረዳት ክህሎት መማሪያ መልመጃዎች ከእኔ ችሎታ በላይ ስለሆኑ መምህሩ ሌሎች የማዳመጥ ክህሎቴን ለመሻሻል የሚረዱ አጋጣሚዎችን ሊፈጥርልኝ ይገባል።					

6	በማዳምጥበት ወቅት የንግግሩን አጠቃላይ ሐሳብ መረዳቱን አለመረዳቱን ማረጋገጥ እቸገራለሁ።					
7	የማዳመጥ ክህሎት ለማስተማር የተዘጋጁ መልመጃዎቹን በምሰራበት ወቅት አስቀድሞ ያለኝን ዕውቀት እንድጠቀም ይረዳኛል።					
8	በእንግሊዘኛ የሚቀርቡ ንግግሮችን ሳዳምጥ የመልመጃዎቹን አጠቃላይ ጭብጥ መረዳት ያስቸግራል።					
9	ንግግሩ በደንብ የማይሰማ ከሆነ የቃላትን የተለያየ የአገባብ አውድን በመጠቀም ንግግሩን መረዳት አልቻልኩም።					
10	የማዳምጠውን ንግግር ከራሴ የግል ተሞክሮ ጋር በማዛመድ ትርጉም እንዲሰጠኝ የማድረግ ችግር አለብኝ።					
11	በመፅሐፉ ውስጥ ያሉትን የአድምጦ መረዳት መልመጃዎችን እንዴት እንደምሰራ ግራ ይገባኛል።					
12	በመፅሐፉ ውስጥ ያሉትን የአድምጦ መረዳት መማሪያ መልመጃዎች ከሌሎች ተማሪዎች ጋር በጥንድ ወይም በቡድን ለመስራት የሚመቹ ናቸው።					
13	የአድምጦ መረዳት ክህሎት መማሪያ ንግግሮችን ከማዳመጫ በፊት የመርጃ መሳሪያዎችን በመመልከት ንግግሩ ስለምን ሊሆን እንደሚችል መገመት ይከብደኛል።					
14	በማዳምጥበት ወቅት ስለማዳምጠው ነገር አስቀድሞ ባለኝ እውቀት ላይ በመሞርኮዝ የሚቀርበውን ነገር መረዳት አለመረዳቱን ማወቅ እቸገራለሁ።					
15	በአእምሮዬ በማዳመጥ ያገኘሁትን መረጃዎች ማጠቃለያ መስጠት					

	ያስቸግረኛል።					
16	የማዳምጣቸውን የአድምጦ መረዳት ክህሎት መማሪ መልመጃዎች ከዚህ በፊት ከሰራሁቸው ጋር ማገናኘት (ማዛመድ) አይቻልም።					
17	ስለምሠራቸው የማዳመጥ ክህሎት መማሪያ መልመጃዎች ዋና ዓላማ መረዳት መገንዘብ ያስቸግረኛል።					
18	ተናጋሪዎች በተለያዩ የአነጋገር ዘዴ ሲናገሩ ንግግሩን መረዳት ይከብደኛል።					
19	ተናጋሪዎች ባልተለመደ የአነጋገር ዘዴ ሲናገሩ ንግግራቸውን መረዳት ይከብደኛል።					
20	በትክክል ያልተባሉ (ያልተነገሩ) ቃላትን ትርጉም መረዳት ይከብደኛል።					
21	እጅግ ብዙ ያልተለመዱ (አዳዲስ) ቃላት ያሉበትን ንግግር መረዳት እቸገራለሁ።					
22	ተናጋሪዎች በፍጥነት ሲናገሩ መረዳት ያስቸግረኛል።					
23	ከባድ (ውስብስብ) የሰዋስው መዋቅር ያላቸውን ንግግሮችን መረዳት ያስቸገረኛል።					
24	ተናጋሪው በንግግሩ መሐል ለአፍታ ቆም እያለ ከልተናገረ ንግግሩን መረዳት ያስቸግረኛል።					
25	ያልተለመደ ድምፀት ያላቸውን ቃላት ለመላስታወስ ፈጣን አይደለሁም።					
26	የረጅም ንግግርን ሐሳብ ለመረዳት እቸገራለሁ።					

27. ውጤታማ በሆነ መልኩ የማዳመጥ ክህሎትን ለማስተማር ቢሻሻል የምትለው/የምትይው አተገባበር ካለ? _____

28. ሌላ የምትሰጠው/ጪው አስተያየት ካለ

Appendix: E

Table of Questionnaire Data Frequency Obtained from SSPR Software

Q1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	10.0	10.0	10.0
	Disagree	11	27.5	27.5	37.5
	Uncertain	6	15.0	15.0	52.5
	Agree	16	40.0	40.0	92.5
	Strongly Agree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	
Q2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5
	Disagree	19	47.5	47.5	55.0
	Uncertain	10	25.0	25.0	80.0
	Agree	7	17.5	17.5	97.5
	Strongly Agree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	
Q3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5
	Disagree	10	25.0	25.0	32.5
	Uncertain	6	15.0	15.0	47.5
	Agree	14	35.0	35.0	82.5
	Strongly Agree	7	17.5	17.5	100.0
	Total	40	100.0	100.0	
Q4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	15.0	15.0	15.0
	Disagree	15	37.5	37.5	52.5
	Uncertain	7	17.5	17.5	70.0
	Agree	9	22.5	22.5	92.5
	Strongly Agree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Q5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	12.5	12.5	12.5
	Disagree	11	27.5	27.5	40.0
	Undecided	13	32.5	32.5	72.5
	Agree	4	10.0	10.0	82.5
	Strongly Agree	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Q6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	10.0	10.3	10.3
	Disagree	17	42.5	43.6	53.8
	Uncertain	7	17.5	17.9	71.8
	Agree	8	20.0	20.5	92.3
	Strongly Agree	3	7.5	7.7	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Q7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	12.5	12.5	12.5
	Uncertain	3	7.5	7.5	20.0
	Agree	16	40.0	40.0	60.0
	Strongly Agree	16	40.0	40.0	100.0
	Total	40	100.0	100.0	

Q8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	22.5	23.1	23.1
	Disagree	13	32.5	33.3	56.4
	Uncertain	11	27.5	28.2	84.6
	Agree	5	12.5	12.8	97.4
	Strongly Agree	1	2.5	2.6	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Q9					
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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.5	2.5	2.5
	Disagree	3	7.5	7.5	10.0
	Uncertain	10	25.0	25.0	35.0
	Agree	17	42.5	42.5	77.5
	Strongly Agree	9	22.5	22.5	100.0
	Total	40	100.0	100.0	
Q10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	22.5	22.5	22.5
	Disagree	18	45.0	45.0	67.5
	Uncertain	9	22.5	22.5	90.0
	Agree	3	7.5	7.5	97.5
	Strongly Agree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	
Q11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	22.5	22.5	22.5
	Disagree	19	47.5	47.5	70.0
	Uncertain	7	17.5	17.5	87.5
	Agree	2	5.0	5.0	92.5
	Strongly Agree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	
Q12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5
	Uncertain	4	10.0	10.0	17.5
	Agree	21	52.5	52.5	70.0
	Strongly Agree	12	30.0	30.0	100.0
	Total	40	100.0	100.0	
Q13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	12.5	12.5	12.5
	Disagree	14	35.0	35.0	47.5
	Uncertain	13	32.5	32.5	80.0
	Agree	4	10.0	10.0	90.0
	Strongly Agree	4	10.0	10.0	100.0

	Total	40	100.0	100.0	
Q14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5
	Disagree	25	62.5	62.5	70.0
	Uncertain	7	17.5	17.5	87.5
	Agree	3	7.5	7.5	95.0
	Strongly Agree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	
Q15					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.0	5.0	5.0
	Disagree	21	52.5	52.5	57.5
	Uncertain	7	17.5	17.5	75.0
	Agree	6	15.0	15.0	90.0
	Strongly Agree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	
Q16					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	12.5	12.5	12.5
	Disagree	16	40.0	40.0	52.5
	Uncertain	6	15.0	15.0	67.5
	Agree	11	27.5	27.5	95.0
	Strongly Agree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	
Q17					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	12.5	12.5	12.5
	Disagree	21	52.5	52.5	65.0
	Uncertain	7	17.5	17.5	82.5
	Agree	6	15.0	15.0	97.5
	Strongly Agree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	
Q18					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5

	Disagree	9	22.5	22.5	30.0
	Uncertain	9	22.5	22.5	52.5
	Agree	8	20.0	20.0	72.5
	Strongly Agree	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

Q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	22.5	22.5	22.5
	Undecided	7	17.5	17.5	40.0
	Agree	11	27.5	27.5	67.5
	Strongly Agree	13	32.5	32.5	100.0
	Total	40	100.0	100.0	

Q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	15.0	15.4	15.4
	Uncertain	5	12.5	12.8	28.2
	Agree	21	52.5	53.8	82.1
	Strongly Agree	7	17.5	17.9	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Q21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	10.0	10.0	10.0
	Disagree	4	10.0	10.0	20.0
	Uncertain	9	22.5	22.5	42.5
	Agree	18	45.0	45.0	87.5
	Strongly Agree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Q22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.0	5.0	5.0
	Disagree	7	17.5	17.5	22.5
	Uncertain	6	15.0	15.0	37.5
	Agree	18	45.0	45.0	82.5
	Strongly Agree	7	17.5	17.5	100.0

	Total	40	100.0	100.0	
Q23					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	10.0	10.0	10.0
	Disagree	6	15.0	15.0	25.0
	Uncertain	8	20.0	20.0	45.0
	Agree	15	37.5	37.5	82.5
	Strongly Agree	7	17.5	17.5	100.0
	Total	40	100.0	100.0	
Q24					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	7.5	7.5	7.5
	Disagree	13	32.5	32.5	40.0
	Undecided	6	15.0	15.0	55.0
	Agree	14	35.0	35.0	90.0
	Strongly Agree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	
Q25					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.0	5.0	5.0
	Disagree	11	27.5	27.5	32.5
	Undecided	9	22.5	22.5	55.0
	Agree	14	35.0	35.0	90.0
	Strongly Agree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	
Q26					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	10.0	10.0	10.0
	Disagree	4	10.0	10.0	20.0
	Uncertain	8	20.0	20.0	40.0
	Agree	15	37.5	37.5	77.5
	Strongly Agree	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

RELIABILITY

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Reliability

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Comments		
Input	Data	C:\Users\wkupc\Desktop\VIPPPPPP\Argaw.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	40
	File	
	Matrix Input	C:\Users\wkupc\Desktop\VIPPPPPP\Argaw.sav
Missing Value	Definition of Missing	User-defined missing values are treated as missing.
Handling	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25 Q26 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

[DataSet1] C:\Users\wkupc\Desktop\VIPPPPPP\Argaw.sav

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	38	95.0
	Excluded ^a	2	5.0
	Total	40	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.737	25

Appendix F

The Listening Tasks Presented in Grade 9 English Students' Textbook