

**An Analysis of the Speaking Tasks:
The Case of Grade 12 English Textbook**

By

Abdulatif Hajj-Ismael

**A Thesis Submitted to the Department of English
(Graduate Program)**



**In Partial Fulfillment to the Requirements for the Degree of
Master of Arts in Teaching English as a Foreign Languages
(TEFL)**

May 2011

Addis Ababa University
Faculty of Language Studies
Department of English
(Graduate Program)

**An Analysis of the Speaking Tasks: The Case of Grade
12 English Textbook**

By

Abdulatif Hajj-Ismael

Approved by Examining Board



Menna Kadiu
Advisor

[Signature]
Signature

26/05/2011
Date

Girma Gerahegn
Examiner

[Signature]
Signature

26/05/2011
Date

ACKNOWLEDGMENTS

First and for most, I would like to express my sincere gratitude to my advisor, Dr. Alemu Hailu, for his unreserved guidance, advice and constructive comments throughout the course of my thesis work. His continuous follow up and encouragement had great role for the achievement of this work.

I would also like to thank my dearest parents and the whole family for encouraging me to complete this study. My special gratitude goes to my beloved wife Yasmin Abdurrahman for all her encouragement, moral and material support without which the completion of my study would have been very difficult.

Finally, I have to thank all my friends and colleagues for their unforgettable advices and bountiful amount of time they spent discussing and sharing ideas with me throughout my stay in campus.

TABLE OF CONTENTS

Contents	pages
Acknowledgements	i
Table of Contents	ii
List of Tables	v
List of Figures	v
Abstract	vi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the Study	6
1.3.1 General Objective.....	6
1.3.2 Specific Objectives.....	6
1.4 Significance of the Study	7
1.5 Scope of the Study	7
1.6 Limitations of the Study.....	7
CHAPTER TWO: LITERATURE REVIEW.....	8
2.1 Task: Concept.....	8
2.2 Rationale for the Use of Tasks in Language Teaching and Learning Process	9
2.3 Communicative Tasks.....	10
2.4 Components of a Communicative Task	11
2.4.1 Goals.....	12
2.4.2 Inputs	12
2.4.3 Activities.....	13

2.4.4 Learners' Roles	16
2.4.5 Teachers' Roles	17
2.4.6 Settings	17
2.5 The Nature of Speaking Tasks (Activities)	18
2.6 Roles of Textbooks	25
CHAPTER THREE: METHODS OF THE STUDY	27
3.1 Research Design	27
3.2 Source of Data	27
3.3 The Instrument	27
3.4 Methods of Data Analysis	28
3.5 Data Organization and Presentation	28
CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION.....	29
4.1 Data from the Textbook Analysis.....	29
4.1.1 Speaking Tasks (Activities)	29
4.1.2 Evaluation of the Speaking Tasks	30
4.1.2.1 Aspects in Relation to Goals	30
4.1.2.2 Aspects in Relation to Input	34
4.1.2.3 Aspects in Relation to Activities	38
4.1.2.4 Aspects in Relation to Roles.....	56
4.1.2.5 Aspects in Relation to Setting	62
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS.....	66
5.1 Conclusions	66
5.2 Recommendations.....	67
BIBLIOGRAPHY	68
APPENDICES.....	72

Appendix A: A Checklist for Evaluating Communicative Tasks	73
Appendix B: A Checklist for Evaluating the Nature of Speaking Tasks (Activities)	74
Appendix C: The Speaking Activities in Grade 12 English Textbook	75

List of Tables

Pages

Table 1: Distribution of Speaking Activities in Grade 12 English Textbook.....	29
Table 2: The Objectives of Speaking Activities in Grade 12 English Textbook.....	31
Table 3: The Inputs of Speaking Activities in Grade 12 English Textbook.....	34
Table 4: Authentic Vs Inauthentic Inputs in the Speaking Tasks	36
Table 5: The Activities in the Speaking Sections of Grade 12 English Textbook.....	38
Table 6: Nature of the Speaking Activities in Grade 12 English Textbook.....	41
Table 7: Roles of Learners and Teachers in the Speaking Activities in Grade 12 English Textbook	57
Table 8: The Setting of the Speaking Tasks in Grade 12 English Textbook.....	62
Table 9: Nature of the Setting of Activities in Grade 12 English Textbook.....	63

List of Figures

Page

Figure 1: A Framework for Analyzing Communicative Tasks.....	18
--	----

ABSTRACT

The main purpose of the present study was to analyze the extent to which the speaking tasks (activities) in the currently in use Grade 12 English textbook were well structured and organized in such a way that they could promote speaking skills. To this end, the speaking tasks were identified and analyzed based on the basic components of communicative tasks as well as the evaluation checklist for communicative tasks suggested by Nunan (1989). Textbook analysis (content analysis) was used as a major instrument to obtain information regarding how appropriate and suitable the speaking tasks (activities) were for the students. To analyze and interpret the data, the researcher used qualitative research method. Findings of the study indicated that less credence is given to the oral communicative tasks. The speaking activities in the Grade 12 students' English textbook do not meet most of the relevant criteria stated in the checklist which students require in order to take part orally. The findings also showed that even though the goals of oral communicative activities in the course book meet the needs and interests of learners, some of them are not explicitly stated. Again it has been found that the contents as input and the activities in the course material do not give sufficient information due to absence of varied and interesting activities, adequate supporting and authentic materials and so on. It is also noted that since the tasks (activities) which are depicted in the textbook lack variety and do not make use of authentic materials (illustrations), they lack motivational values. Therefore, it is recommended that textbook writers (developers) should consider incorporating the six basic components of communicative tasks in the students' textbooks when preparing the materials.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Tasks have long been used in second/foreign language teaching (ESL/EFL) as a way to promote communication and language use. 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 (e.g., Breen, 1987; Prabhu, 1987; Nunan, 1989). Tasks are basic building blocks in any language learning activity from either a language acquisition or a communicative perspective. Essentially, 'task' is viewed as an important construct by SLA researchers and language teachers. It is both a means of eliciting samples of learner language for research purposes and an instrument for organizing the content and methodology of language teaching (Prabu, 1987). The overall purpose of task is facilitating language learning and ultimately letting learners perform in a way which is directly or indirectly similar to the target language use.

Discussions of tasks mainly focus on some key features which distinguish an event as 'task' from another as 'exercise' or 'activity'. To be called a 'task', it should be meaning based, goal-oriented, outcome-evaluated, and real-world related. The nature of traditional speaking activities often take the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of communicative tasks (real communication) is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

In the last two decades, the tenets of communicative language teaching with their strong emphasis on students' ability to use language in real-life situations have taken hold in foreign

language classrooms. Accordingly, TBLT that employs communicative tasks as the basic unit of analysis for motivating syllabus design and foreign language classroom activities has received increasing recognition. As the primary goal in language instruction is shifted from an object of study to a system of communication, the need to assess students' ability to use the language communicatively has been raised, and the effective design of communicative tasks has become more and more popular.

According to Nunan (1989), communicative tasks are characterized by two key features. Firstly, communicative tasks must contact with authentic target language. Students are required to use real language. In classes where CLT is applied, students' attention is not on the code of the language but on the meaning. If "real" language is not used, systematically, the ability in dwelling on code of student will be reduced, as a result, the linguistic ability will become worse. Students are unable to use language in the most natural way, which is reflected as one learning goal in CLT. The second feature of communicative task is experiential property. In contrast, with analytic factor, experiential feature is global and non-analytic. Learners are invited to use language for a purpose that is to focus on the message rather than specific aspect of the code. Through experiential strategy, students, who become involved in language use, are prompted to become language users.

Researchers have also outlined principles for communicative tasks design. Task design is the most important element in TBLT. No tasks, no Task-based Language Teaching. The same is true of communicative tasks design. These principles include: the principle of reasonable task difficulty, the authenticity principle, the principle of meaningful tasks and the principle of some focus on language form.

Acting as a designer of task, necessarily, teachers should bear in mind all the above criteria so that after designing a task, they can reconsider the task and make it meet all the demands.

1.2 Statement of the Problem

The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversations and other speaking course books in the market) though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction to indirect approaches which create conditions for oral interaction through group work, task work and other strategies (Richards, 1990).

Communicative tasks are very important for developing learner's L₂ speaking skills. They provide a purpose and a desire to communicate. Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. Tasks are considered to provide full opportunity for both input and output requirements which are believed to be key processes in language learning (Richards & Rodgers, 1986). Nunan (1989) points out that language learning tasks give learners many opportunities to interact in the target language, allows learners to incorporate authentic texts into learning, and lets learners use their own insight. In addition, the activities or tasks to be included in language courses need to be prepared under rigorous planning and preliminary investigations. In other words, tasks need to address learners' needs, interest, motivation etc. Thus, in order to make tasks more effective, Willis, D and J. Willis (1987) strongly assert that tasks, particularly speaking tasks, need to engage learners' interest, focus on meaning, be goal oriented, and relate to the real world activities.

In order to develop one's speaking skill proficiency as Bailey cited in Richards and Rodgers (2001), the instructional methodology and materials produced for the purpose of teaching speaking skills are primarily on engaging all learners in the lesson, in providing maximum opportunities, for students' participation, in using a maximum amount of student-to- activities,

and in promoting co-operation among learners play an important role in the teaching and learning process of English language.

According to MoE as cited in Mohammed (2008), the second cycle of secondary education (Grade 11&12) English syllabuses should provide a continued training in language development of the learners, and they should help learners develop ability to communicate effectively in education as well as non-educational settings. Whenever possible, the English language skills should be developed through problem solving and posing skills. Learners need to be involved in activities like discussion, debate and variety of individual and group work activities. Since the main aim of the English syllabus at this level is to help students become autonomous learners, learners have to work independently without the immediate supervision of the teacher taking responsibility for their own learning.

Thus, it has been claimed that the currently in use ELT textbooks are designed in such a way that they develop learners' communicative competence through the use of the target language in classroom interaction and communication. In line with this, Macdonough and Shaw (1993) further verify that some speaking materials have to be designed in order for learners to become more closely involved with the materials and to relate them to realistic classroom activities so that they can have more meaningful things to talk about and thereby learn more readily and efficiently.

Although reports from the Ministry of Education tell us that the new curriculum tries to propose the revision of the former curriculum and bring the communicative language teaching (CLT) in the area, there are some practical indications that the communicative orientation is not totally being put in practice in many communicative teaching materials or course books. For instance, many of the course materials being used in our language programs, particularly on higher level programs seem to lack some qualities of the speaking tasks used in the teaching materials. In other words, teaching materials do not seem have met their basic requirements concerning speaking. Some of the requirements are that student should be able to communicative in English in the course of learning, to conduct discussions on a given theme, and to talk about everyday topics with people freely. They should be able to give, after some preparation, short talks on familiar topics with clear articulations and basically correct pronunciation and intonation. They are expected to use basic conversational strategies in dialogue.

However, according to the studies such as Girma (2005) and Tiglu (2008), Ethiopian secondary schools students have failed to communicate their ideas, opinions, and feelings in English either in classrooms or in their daily lives outside the classrooms. This low or poor language proficiency level of students may be attributed to the problem presented and approached in the design of tasks (activities) in the textbook. It could be that tasks are designed in accordance with the traditional approach giving less emphasis to practice of English for communication purposes. Otherwise, the nature and design of the tasks might not allow the students to communicate effectively.

In attempt to study the effectiveness of speaking activities in promoting speaking skills, there have been limited numbers of local studies. One is a study conducted by Seifu (2005) on group activities in English for Ethiopia Grade Nine in promoting CLL focusing on speaking skill. The findings of his study indicate that most of the oral (speaking) group activities in the textbook promote almost all the basic elements of CLL though there are no verities of oral group activities. The second is a study on the oral group lessons in grade seven textbook in promoting cooperative learning by Wondwosen (2008). His findings were almost similar with that of Seifu's (2005). According to Wondwosen (2008), the oral group lessons in the grade seven textbook foster almost all the basic elements of CLL. He also concluded that the textbook does not have rules, techniques and procedures which could be used along with the oral group lessons. The third study is by Hailu (2008) on evaluation of English for Ethiopia grade 11 students' books focusing on the level of quality of the textbooks. His findings revealed that the speaking sections are not enriched with activities which could foster genuine and meaningful communication. Besides, the materials have less coverage of oral communication activities. On the other hand, the language presented in some of the activities is not at the right level of students. Students are also not given opportunities to use language for communication.

What makes the present study different from the above mentioned ones is that it was confined to evaluating the nature and design of speaking (oral communicative) tasks in students' textbook in promoting speaking ability of the students; whereas the focus of the first two researchers (Seifu 2005 & Wondwosen 2008) was on the evaluation of oral group activities in promoting cooperative learning and the third researcher's (Hailu 2008) work focuses on the level of quality of the textbooks taking all major language skills in to account. So, even though they tried to

touch the areas of speaking activities in their particular studies, they did not give a detail analysis about appropriateness of speaking tasks (activities) in meeting major speaking task design criteria by addressing exactly the learners' needs and interests. However, the present study was inspired to analyze the nature and design of speaking (oral communicative) tasks in Grade 12 English textbook.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of this study was to analyze the nature and design of speaking tasks in Grade 12 English textbook in light with current theories of communicative tasks using Nunan's (1989) framework.

1.3.2 Specific Objectives

The specific objectives that were derived from the above general one are formulated based on the components of communicative tasks discussed by Nunan. These include, "goals, inputs, activities, roles and setting" (Nunan, 1989). Therefore, the study attempts to achieve the following specific objectives:

1. To analyze the design (organization) of the components of the speaking tasks (activities) in the textbook from the following perspectives:
 - to check the explicitness of the goals of the task both to the students and teachers
 - to examine the authenticity and familiarity of contents as input to the students
 - to investigate the potential of activities in meeting the needs and interests of students and helping them to interact (communicate) with each other
 - to identify whether the roles of teachers and students meet the principles of CLT
 - to find out whether the setting of the tasks is confined to classroom and suitable for pair or group work
2. To examine the nature of the speaking tasks according to the checklist for evaluating communicative tasks and the nature of speaking tasks
3. To point out what improvements should be made (if any) to enhance communicative tasks in the textbook in such a way that they could promote speaking skills

1.4 Significance of the Study

The findings of this study would be of some help to the course book writers and syllabus designers. As promoting interactive classroom, to a large extent, depends on the design and preparation of the activities, they would be benefited from this study. It would also have an immediate relevance to English language teachers to evaluate their current practices in relation to handling and managing oral communicative tasks to make some adjustments in implementing them in the classrooms. Furthermore, it would help the students to improve their performance of English and the way they learn and practice oral interaction (speaking tasks) in the classroom. Finally, the study would help as reference material for those who are interested in this area.

1.5 Scope of the Study

The study was delimited to the analysis of speaking tasks in Grade 12 English textbook. Moreover, although the communicative tasks could be used widely in all four skills, the study dealt with the speaking skills only.

1.6 Limitations of the Study

The researcher believes that an evaluation of textbook requires a critical analysis of every unit by a group of experts. This would have been possibly done with an available resource and time. However, due to shortage of resource and time, the researcher couldn't make the experts participate in the detailed analysis of every unit of the English for Ethiopia grade 12 students' textbook.

CHAPTER TWO: LITERATURE REVIEW

2.1 Task: Concept

Over the last 25 years, the communicative task has evolved as an important component within curriculum planning, implementation, and evaluation (Nunan, 1991). In TBLT, syllabus content and instructional processes are selected with reference to the communicative tasks which learners will (either actually or potentially) need to engage in outside the classroom and also with reference to theoretical and empirical insights into those social and psycholinguistic processes which facilitate language acquisition.

In fact, there are two types of tasks in TBLT. One is communicative tasks; the other is learning tasks or enabling tasks (Estaire and Zanon, 1994). The latter type of task mainly focuses on language form (grammar, vocabulary, pronunciation, sentence structure). Generally, the concept of communicative tasks has not received proper attention in discussions of TBLT. There is few researchers' study on the key term of communicative task applied to English language teaching systematically up to now, so it is necessary to discuss the definition of communicative tasks further.

A review of literature reveals a range of definitions of task. According to Long (1985:89), a task is "a piece of work undertaken for oneself or for others, freely or for some reward". Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, taking a hotel reservation, writing a cheque, finding a street destination and helping someone to cross a road.

A communication task is "a piece of classroom work which, as far as possible, resembles activities which our students or other people carry out in everyday life, thus reproducing processes of everyday communication" (Estaire and Zanon, 1994:13).

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 who undertake the task" (Breen, 1987: 23). "Task" is, therefore, assumed to refer 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 and decision making.

All of these definitions have a common characteristic. They all suggest that tasks are concerned with communicative language use. In other words, they refer to undertakings in which the learners comprehend, produce and interact in the target language in the contexts in which they are focused on meaning rather than form.

2.2 Rationale for the Use of Tasks in Language Teaching and Learning Process

According to Krashen (1977), as cited in Johnson (1996), the essential requirement necessary for language acquisition to take place is the learner's 'participation in natural communication situations'. Although the classroom can never be like 'real life', adherents of 'natural' approaches (e.g. Krashen 1987) believe that classes should attempt to stimulate 'real life' and dictate that this will be the best way of spending the restricted, admittedly inadequate resources classes do have. As Johnson (1996) points out, the basic strategy involved in attempting to effect 'participation in natural communication situation' is clear-one tries to set up activities in which the students are involved in use of language.

Furthermore, the use of tasks in language classrooms will result in communicative acts that mirror those occurring outside classroom. By doing so, tasks serve to create communicative contexts that foster language acquisition. As an addition to this, Ellis (2003) says:

... Through tasks, we can engage learners in the kinds of cognitive process that arise in communication outside the classroom. These processes include top-down and bottom-up processing, noticing, negotiating meaning, lexicalized and rule-based production, scaffold production, private speech, and negotiating form. They involve the learner in attention to meaning and form in the context of using the L2 to achieve a communicative purpose. It is these processes, not the communicative acts themselves that creates the conditions for acquisition to take place (p. 335-336).

By this, Ellis (2003) means that that 'task' is seen not only as a tool for engaging learners in meaning-making but also as the ideal tool for achieving a focus on form. So, 'task' is used for creating the conditions for language acquisition.

Nunan (1989) also argues that language learning tasks help learners to learn by themselves by doing activities of psycho-linguistic importance (pedagogic tasks) and enable them to evaluate their own progress in learning. This in turn would help learners build up confidence leading them to become autonomous. Furthermore, Mekasha (2005) says that research has shown that meaningful learning tasks would create variety, interest and motivation in learning.

In short, language learning is seen as a process that requires opportunities for learners to participate in communication where making meaning is primary and attention to linguistic form is secondary. Thus, the goal language pedagogy is not just to provide opportunities for meaning-making but also to ensure that learners are motivated to attend to form- to notice new linguistic features in the input and to work with their interlocutors to construct new zones of proximal development (Ellis 2003). This emphasizes that in the process of making meaning, learners need to attend to and become aware of linguistic form. He also recommends that by manipulating the design feature of a task and/or implementation procedures, learners can be encouraged to attend to form in the context of meaning. Then, tasks have to be designed, as Ellis (2003) suggests, in ways that will ensure a primary focus on meaning but also allow for incidental attention to form.

2.3 Communicative Tasks

So far, there have existed a number of definitions of the concept of communicative tasks in the literature by different educators and researchers. Prabhu (1987:24) defines a communicative task as: "an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process". Similarly, a communicative task is defined by Jane Willis (1996:34) as: "a goal-oriented activity with clear purpose. Doing a communicative task involves achieving an outcome, creating a final product that can be appreciated by others. Examples include compiling a list of reasons, features, or things that need doing under particular circumstances; comparing two pictures and/ or texts to find the differences; and solving a problem or designing a brochure." In the same way, a communicative task is defined as an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter etc. (Richards and Rodgers 2001). Nunan (1989:10) also defines a communicative task as : "a piece of classroom work which involves learners in comprehending, manipulating,

producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right”.

The above-mentioned definitions share one thing in common: they all imply that communicative tasks involve communicative language use in which the user's attention is focused on meaning rather than linguistic structure. Communicative tasks have a specific objective that must be achieved. In other words, they are goal-oriented. The emphasis is on understanding and conveying meanings in order to complete the task successfully. While learners are doing communicative tasks, they are using language in a meaningful way. The common thread running through definitions of communicative task is its focus on the authentic use of language for meaningful communicative purposes beyond the language classroom.

To sum up, a communicative task is a piece of work that involves all the learners in: the comprehension of the foreign languages (spoken or written), the production of the foreign languages (spoken or written) and/or oral interaction in the foreign languages. During a communicative task, learners' attention is principally focused on meaning rather than form, that is, on what is being expressed rather than on the linguistic forms used for expressing it. Moreover, as far as possible, a communicative task resembles activity which students or other people carry out in everyday life, thus reproducing processes of everyday communication. A communicative task is usually part of a sequence which often creates a context for the tasks. Beside, both teachers and learners can evaluate this task, in relation to both process and outcome. A communicative task also has a communicative purpose and the ultimate purpose of developing students' ability to communicate in English, hence has a pedagogic purpose.

2.4 Components of a Communicative Task

Nunan (1989) suggests that the communicative tasks will contain a goal, input, activities, settings and roles.

2.4.1 Goals

Goals mean the general intentions behind any given communicative tasks and learning tasks. They may be related to a range of general outcomes (communicative, effective or cognitive) or may directly describe teacher or learner behavior. Communicative activities with no goals cannot encourage learners' interest in verbal participation; when communication is with no goals, this activity is not a real task. Therefore, goals are the necessary elements of communicative tasks, and goals play a very important role in the whole process of communicative activities.

The overall goals of all communicative tasks are to establish and maintain interpersonal relations, and through this to exchange information, ideas, opinions, attitude, and feeling, and to get things done. In each specified task, the goal may differ. For example, the goal of task X is to encourage students to negotiate information between each other to develop their interaction skills while task Y's goal may be to improve students' confidence in speaking. However, there is rarely a simple one to one relationship between goals and tasks. In some cases, a complex task involving a range of activities might be simultaneously moving learners towards several goals.

Task and task goals enable the program planner and material writers to provide explicit links between the task and the broader curriculum it is designed to serve. "Without clearly articulated sets of goal statements, there is a risk that task-based teaching programs will lack coherence" (Widdowson, 1987).

2.4.2 Input

The 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. Rod Ellis (1999) considered that 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. By the way, input also is a term used to mean the language that the students hear or read. There should be some new information that the learners have not known: the input should be, in other words, at a slightly higher level than the student is capable of using, but at a level that he is capable of understanding.

As textbooks are concerned with teaching and learning of the language itself, in some or all of its aspects they should have correct, recent and Standard English as well. The language input in instructional materials must be comprehensive and it should match to the abilities of the 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 disposed to “let in” the input they comprehend. To this end, Cunningsworth (1995) and Tomlinson (1998) stated that teaching materials can be enriched through authentic inputs. They claim that textbooks can promote autonomy and self reliance by incorporating authentic materials, creating realistic situation and encouraging learners to participate in activities which develop communicative skills and strategies. Richards and Rodgers (2001) elaborates 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 language teaching; and (4) They provide authentic cultural information about the target culture.

So, as far as input is concerned, we should expect teaching materials to 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.

2.4.3 Activities

Activities refer to the behavior that participants do with the input, which forms the point of departure for the learning task. Nunan (1989) proposes three general ways of characterizing activities: 1) rehearsal for the real world (authenticity); 2) skills use; 3) fluency and accuracy.

Of all the four skills (listening, speaking, reading and writing), speaking seems the most important activity: People who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing; and many, if not most, foreign language learners are primarily interest in learning to speak.

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

1. *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

for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the others. Another example is completing a tabular representation with information 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.

2. *Reasoning gap activity*, which involves deriving some new information from 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 conveying information as an 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.
3. *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 and formulating 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.

Pattison (1987) (cited by Nunan, 1989:68) also proposed seven activity types. These are as follows:

1. *Question and answers*

These activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame (e.g. the location of a person or object). The aim is for learners to discover their classmates' secret choices. This activity can be used to practice almost any structure, function or notion.

2. *Dialogue and role-plays*

These can be wholly scripted or wholly improvised, however, if learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role-plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given dialogue in pairs.

3. *Matching activities*

The task for learners is to recognize matching items, or to complete pairs or sets.

4. *Communication strategies*

These are activities designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback, simplifying.

5. *Pictures and picture stories*

Many communication activities can be stimulated through the use of picture (e.g. spot the difference, memory test, and sequencing pictures to tell a story).

6. *Puzzle and problems*

Once again, there are many types of puzzles and problems. These require learners to make guesses, draw on their general knowledge and personal experience, their imagination and test how their power of logical reasoning.

7. *Discussions and decisions*

These require the learners to collect and share information to reach a decision (e.g. to decide which items from a list are essential to have on a desert island).

Regarding to levels of difficulty in communicative activities, Stern (1992:199-201) proposes that it is important to develop criteria to assess the difficulty of a communicative activity for learners of different degrees of proficiency. He devises the following criteria:

- a. *The predictability- unpredictability dimension.* Language teaching techniques have often been criticized on the grounds that much of the task is predictable, and new information is rarely transmitted from the speaker to the listener.
- b. *Length of an utterance.* Brown and Yule (1983:16) in their analysis of conversational English, make a simple distinction between 'short turns' and 'long turns'. It is

obvious that long turns are more demanding than short turns in comprehension as well as production.

- c. *Contextual support.* Communicative activities which are embedded in practical activities, for example, cooking while listening to instructions or doing art work under verbal guidance are easier to handle than, say, following an hour lecture on philosophy. In school settings, subject matter drawn from history, which makes use of abstractions and relies mainly on speech or written text, is more demanding linguistically than art or physical education, both of which are visual and involve movement.
- d. *Familiarity of content.* Subject matter with which the L₂ learner is familiar is easier to handle than topics which are entirely novel.
- e. *Clarity and familiarity of delivery.* If voices are clear they are more manageable for L₂ learner. Familiarity with the style of delivery is also helpful.
- f. *Stress.* Communicative activities are likely to be more difficult to engage in for a second language learner under conditions of stress, discomfort, fatigue, physical danger, emotional distress, or hostility than in calm and positive formed situation.

2.4.4 Learners' Roles

"Role" refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as social and interpersonal relationship between the participants (Nunan, 1989). Learner roles refer to background knowledge, confidence, personality, motivation, learning pace, ability in language skills, cultural knowledge/awareness, and linguistic knowledge (Richards and Rodgers, 2001).

In analyzing tasks in terms of powers and control, Nunan (1989:86) writes "Drills and the like vest power in teacher, while communicative tasks such as role plays, problem-solving tasks and simulations give much more control to the learner." This shows that in the traditional approach, learners are the passive recipients of the language learning process. They have little control over their learning or no chance to raise their voice about what and how to teach. They are supposed to wait passively to be scammed with the huge amount of theoretical knowledge.

However, when doing communicative tasks, students are required to put language to a range of uses, to negotiate meaning, to draw on their own resources rather than simply repeating and absorbing language. Moreover, learners are also considered as the negotiators of the learning process, they can negotiate with the teacher what to speak about and how to do it. They are forced to learn how to work well in groups negotiating with partners to reach a final product, which then can be appreciated by their classmates.

2.4.5 Teachers' Roles

As students, several roles are assumed for teachers in CLT. Teacher roles refer to teacher function (e.g. as controller, director, counselor etc.), his degree of control over learning tasks, teacher responsibility as to content and the interactional patterns between teacher and learners (Richard and Rodgers 2001).

In contrast to the traditional role of the teachers as the sole- provider of the knowledge and the decision makers of all class activities, teachers using communicative tasks play the following role: First, he is a facilitator to help the communication among participants run through. He is supposed to help the learners better express their expectation and direct learners' active participation to what is most beneficial to the educational purposes. Second, the teacher acts as the active participant in the learning process, genuinely engaging in the class and contributing his ideas, opinions or relating personal experiences. Third, the teacher can function as an observer, put himself into learners; position to assume and notify their difficulties.

2.4.6 Settings

Setting refers to the classroom managements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. It also implies the instructional setting where pedagogical conditions are treated (Nunan 1989). He distinguishes between two aspects of the learning situation. He refers to these as "mode" and "environment". Learning 'mode' refers to whether the learners are 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, an industrial or an occupational setting, a self-access learning center and so on.

Until comparatively recently, it was assumed that learning would take place inside a conventional classroom. However, in many educational institutions, particularly those catering for adult learners, more flexible arrangements and options are being experimented with.

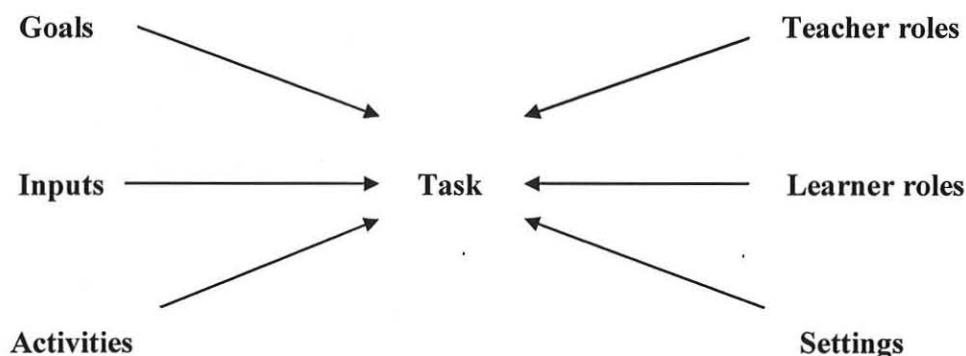


Figure 1: A Framework for Analyzing Communicative Tasks

(Source: Nunan 1989:11)

2.5 The Nature of Speaking Tasks (Activities)

As it is portrayed by Nunan (1989), 'activities' specify what learners will actually do with the input which forms the point of departure for the learning task. Due to this, balanced communicative activities play an important role in language to improve communicative skills of the learners in the classroom. On the subject of this, Richards and Rodgers (2001) reveals that learning activities are selected according to how well they engage the learner in meaningful and authentic language use rather than mechanical practice of language patterns. More to the point, to arrive at a degree of autonomy, the role of communicative activities play a decisive role since the students are able to take part in the language interactively. Similarly, Harmer (1991:50-51) asserts, "Communicative activities are those exhibit the characteristics at the communicative end of our continuum." Students are somehow involved in activities that give them both the desire to communicate and a purpose, which involves them in a varied use of language. Moreover, there are some criteria to identify a good communicative task based on its theoretical features.

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 is the most important factor affecting success in language learning. What is motivation? According to Harmer (1991), *"Motivation is some kind 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 motivated to do whatever is necessary to reach that goal (p. 3)."* This means that if students are highly motivated, they will succeed regardless of the methods used or the circumstances in which they study.

Ur (1996) claims *"that 'motivation' on its own is rather difficult to define. It is easier and more useful to think in terms of the 'motivated learner': one who is willing or even eager to invest efforts in learning activities and to progress (p. 274)."* She adds that there are many ways to motivate learners, but one of the most important is to make the tasks and lessons interesting. This requires careful choice and planning of topics and tasks, and most of all, the teacher's ability to transmit her own motivation to the students.

Willis (1996) mentions motivation as one of the essential conditions for effective language learning. She says that motivation is 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. 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 to learn English. Careful selection of topics and tasks can serve to motivate them in the short term. Since for many students the contact with English is limited to the class the time, it is also important to motivate them to continue learning outside the classroom: chatting with Internet friends, playing computers game, listening to songs and reading in English. Atkins, Hailom and Nuru (1995) also maintains that students are more likely to participate actively if they believe that participation in the activity will be enjoyable and relevant

to something they need to learn. According to these scholars, the stronger the students' sense of purpose for speaking, the more likely they will participate actively.

b. The Task has to Address the Students' Needs.

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

Needs-based courses emerged out of communicative approaches to language teaching. Selection of tasks, according to Long and Crooks 1993 (in Richards & 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 what the needs of specific group of students are, a need analysis has 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, 1999:149)." He makes a distinction between two types of needs: objective (those that can be diagnosed by teachers based on analysis of personal data, language proficiency and patterns of language use) and subjective needs (the students' wants, desires, expectations, or other psychological manifestations of a lack). The latter are more difficult to diagnose and in many cases can only be stated by the students themselves. Both are important though and should be taken in to consideration when designing a course.

Richerich 1972 (in Nunan 1999) also draws a distinction between initial and ongoing needs. Initial needs analysis is carried out before a course begins, and ongoing needs analysis refers to the relatively informal analysis carried out once a course has begun. However, in most educational system the teachers are only in position to engage in ongoing needs analysis since they usually get information about the students when the course starts. According to Nunan (1999) one way for teachers to get information about the students' ongoing needs is incorporating in to their lessons tasks that require the students to contribute ideas about what should be learned and how it should be learned. This will provide the teacher with an instant "snapshot" of group interests and performance.

c. The Task has to be Meaningful to the Students

Another important characteristic of tasks is that they have to be meaningful to the students. This meaningfulness principle is an important element in Communicative Language Teaching: language that is 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 & Rodgers, 2001). Halliday (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 student 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

A fourth characteristic is that the task must elicit real communication, and promote conversation in English. This means that there has to be an exchange of information with feedback. Ur (1996) claims that "Of all the language skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language... (p. 120)." She adds that classroom tasks that develop learners' ability to express themselves orally are, therefore, an important component of a language course. According to Ur, the following characteristics must be present in successful speaking tasks: a lot of learner talk, even participation, high motivation, and an acceptable level of language use. However, the types of tasks, she adds, are difficult to design and administer. Some of the problems that teachers might encounter are inhibition, nothing to say, low or uneven participation, and mother-tongue use. Some of these problems can be solved by using group work, basing the activity on easy language, making a careful choice of topic task to stimulate interest, giving some instruction or training in discussion skills, and keeping students speaking the target language. A good topic is one to which learners can relate and talk about by using ideas from their own experience and knowledge. In general, task-centered activities are favored by teachers over topic-centered discussions because there is more talk, more even participation, more motivation and enjoyment. However, there are students who prefer topic-centered discussions such as debates because they

find them interesting, and they can analyze issues more deeply. Both should be included in a balanced program.

Harmer (1991) claims that when deciding how to approach the teaching and learning of English, we can divide classroom activities into two broad categories: those that give students language input, and those which encourage them to produce language output. Input by itself is not enough. We have to provide opportunities for the students to activate their knowledge and produce language that they can select from the input they have received. Output activities allow students to rehearse language use in the classroom conditions and receive feedback from teachers, peers, and themselves.

Moreover, as spoken language package and as some writers' works show, for instance, as Brown and Yule, (1983) state, the speaking skill should be integrated with at least with the listening skill. 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 materials should try to reflect this. For example, where students practice reading, the text should help as a spring board for practicing other skills. At the very least we listen and speak together, and read and write together. In addition to this, including pictures for communicative purposes, in the design of spoken course materials, is recommended by Bygate (1987).

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 that goes beyond a classroom exercise. According to Harmer (1991), if a task is to be genuinely communicative and promote language use, the students should have a desire to communicate, 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 should be centered on content – what is being said or written – and not on the language form that is being used.

Willis (1996) also supports this idea. She says that learners need opportunities to communicate what they want 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 specific forms and functions – have been found inadequate to promote learning.

In EFL settings, students might not have the opportunity to get enough or any exposure to the target language or opportunities to use it in real communication outside the classroom; therefore, focused instruction, that is, drawing attention to language form, is important to help the students to improve more rapidly and to continue improving. Willis (1996) recommends tasks which aim at promoting awareness of language form, making students aware of particular language features, and encouraging them to think about them. These tasks are likely to be more beneficial in the long run than form-focused activities aimed at automating production of a single item. Instructors can design consciousness-raising activities to highlight specific aspects of language that occur naturally both in the students' reading and listening texts. These exercises can give them a chance to ask about other features they notice for themselves. The linguistic element(s) to be taught, however, must be based on the students' needs. After the students perform the tasks, teachers have to select the grammatical and other linguistic elements that need to be taught or reinforced based on the tasks used in the previous tasks.

f. The Task Should Preferably be 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 in 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. Speaking is an active process rarely carried out in isolation, so it's a natural framework for interaction, i.e. talking to somebody as in real life (p.42)". 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 students and teachers once they're used to it. Moreover, since the teacher does not have to control everything, he/she is freer 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.

Ur (1996) mentions other advantages of group work: it fosters learner responsibility and independence and contributes to a feeling of cooperation and warmth in the class. She adds, however, that these potential advantages are not always realized because teachers are afraid to lose control of the students, there may be too much noise, the students may over-use their mother tongue, do the tasks badly or not at all; all their fears are all founded. However, some of these problems can be solved if we use Cooperative Learning (CL) techniques. Instructors should become familiar with the principles underlying CL and follow their recommendations so that group work tasks can be highly successful.

g. The Texts in Tasks Should be Authentic

Another characteristic of communicative tasks is the use of authentic texts. Nunan (1999:79-80) defines authentic texts as "those that have been produced in the course of genuine communication and not specially designed for language teaching purposes". Authentic texts provide students with practice on listening to and reading genuine language drawn from a variety of source. Examples of authentic materials include texts, videotapes, audio recordings, mini-lectures, TV and radio broadcasts, conversations, interviews, announcements, field trips, 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 these materials will help the students cope successfully with genuine communication outside the classroom (Nunan 1999, Stryker and Leaver (1997). Willis (1996) mentions another advantage of working with authentic texts. They contain language features different from the ones we might be focusing on in the particular class, so if some students are not developmentally ready to internalize the target feature, they can benefit from other linguistic aspects included in the texts, for example, vocabulary and expression. As a result, individual students will probably be learning different language aspects.

Since teachers will very often be working with texts which are beyond the current proficiency level of the students, it is important to be skillful enough to use authentic materials in such a way that most students can benefit from them regardless of their level of proficiency. In addition,

when selecting the content, teachers should look for familiar topics for which students already possess the linguistic, content and background knowledge.

h. The Task must Include a Pre-task, a While-task, and a Post-task

According to the researchers, another characteristic of vital importance for successful performance of tasks is that the activity must include a pre-task, a while-task, and a post-task. Although we find different terminology, methodologists generally agree that a task must include an introduction, the task itself, and a follow-up.

According to Harmer (1991) the organization of an activity and the instructions the teacher gives are of vital importance for the students to be able to perform the task satisfactorily. He says that an activity can be divided into the following parts: a *lead-in*, where the teacher introduces the topic; *instruct*, where s/he tells the students exactly what to do and demonstrate the activity; *initiate*, the students perform the task, and finally s/he organizes feedback.

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 framework. This framework consists of three phases: pre-task, task cycle and language focus. The first two stages fulfill the essential conditions for language learning, and the last, the desirable one.

2.6 Roles of Textbooks

Textbooks have vital and positive roles to play in the day to day language teachings and their importance has become even greater and greater from time to time. They are also critical ingredients in learning the intended curriculum. They are a media through which teacher and pupils communicate with each other in an effort to forward the teaching and learning process. The principal advantages of textbook in EFL/ESL classroom forwarded by Richards and Rodgers (2001) and Ur (1996) are:

- (1) They provide structure and syllabus for a program;
- (2) They help standardize instructions;
- (3) They provide a variety of learning resource;

- (4) They can provide effective language models and input and
- (5) Provide readymade texts and tasks.

In most educational systems, the relationship that may exist between teacher, students and textbook is extremely important. To this end, Allwright (1999) asserted that materials should teach students to learn that they should be resource books for ideas and activities for instruction and that they should give teachers rationales for what they do. In addition, Cunningsworth (1995) stated that textbooks can be used as guidance for teachers who are inexperienced or occasionally unsure of their knowledge of the language and as a medium of initial teacher training.

As Sheldon (1988:237) suggests textbooks not only “represent the visible heart of any ELT program” but also offer considerable advantages for both students and the teacher when they are being used in the ESL/EFL classroom. He similarly suggests that one of the primary advantages of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them. Another advantage identified by Cunningsworth (1995) is the potential which textbooks have for serving several additional roles in the ELT curriculum. He argues that they are an effective resource for self-directed learning, an effective resource for presentation material, a source of idea and activities, a reference source for students, a syllabus where they reflect predetermined learning objectives and support for less experienced teachers who have yet to gain in confidence.

Generally, the textbook is almost a universal element of ELT material. Millions of copies are sold every year, and numerous aid projects have been established to produce them in various countries because no teaching learning situation is complete without a relevant textbook (Hutchinson and Torres, 1994). In addition, a good textbook which is properly employed can bring about effective and long lasting changes in the learners.

CHAPTER THREE: METHODS OF THE STUDY

3.1 Research Design

As already indicated in chapter one, the main aim of this study was to analyze the extent to which the speaking tasks suggested in currently in use Grade 12 English textbook were well structured or organized in a way that they could promote speaking skill. In order to achieve this objective, a qualitative research design was relevant and appropriate since the problem under investigation has qualitative aspect, i.e., analyzing the presentation and design of tasks in Grade 12 English textbook. Thus, in analyzing the speaking tasks, it was necessary to group the activities based on components of communicative tasks as well as their particular characteristics and then to express them in terms of numbers and percentages for interpretation. On top of that, some typical examples of the speaking activities have been analyzed and described in words.

3.2 Source of Data

The data of the study was collected from Grade 12 English syllabus and students' textbook. The main target of the study was the speaking tasks in the textbook. The Grade 12 English textbook was selected because it is the book of learners who are matured enough and so are provided with plenty of tasks to master their spoken language ability. Besides, they are preparing themselves for university education where they will be highly exposed to the use of target language.

3.3 The Instrument

Content analysis was the major instrument used in this study. The speaking sections of the currently in use Grade 12 English textbook were examined to analyze the nature of communicative (tasks) activities in the textbook. Thus, the speaking tasks in the speaking sections of each unit of the textbook were evaluated and analyzed based on the basic elements (components) of communicative tasks. The basic components of communicative tasks included goals, inputs, activities, roles (of both learners and teachers) and setting (see Appendix A). These components of communicative tasks were used to analyze the nature of the speaking tasks and to see the extent to which these activities promote the speaking skill.

3.4 Methods of Data Analysis

The researcher used Nunan (1989) framework to analyze the data gathered from the textbook. He evaluated the speaking tasks in the textbook for Grade 12 in order to find out the extent to which they promote speaking skills. After gathering the relevant data for the study using analysis of the speaking tasks in grade 12 textbook, the researcher categorized the data thematically in order to interpret them. In doing so, the researcher found 29 speaking activities in the textbook and evaluated them focusing on their goals, inputs, activities, roles and setting.

In addition, the researcher tried to evaluate the nature of the speaking tasks emphasizing on whether they: are motivating, address the students' needs (their proficiency level), elicit real communication, are meaningful to the students, have a purpose that goes beyond a classroom exercise, are fair for pair or group work, include a pre-task, a while-task, and a post-task and the texts (inputs) in tasks are authentic (see Appendix B). Besides, fifteen typical speaking activities from the textbook were analyzed and described in words.

The researcher used checklist for evaluating the speaking tasks to check whether they were consistent with current theories of communicative tasks. Finally, conclusions and recommendations were made based on the findings of the research.

3.5 Data Organization and Presentation

Data from textbook analysis were organized and described in two main categories. These categories included the evaluation of speaking tasks based on the components of communicative tasks such as goals of the tasks, inputs, activities, roles of learners and teachers and setting. Under the evaluation of the speaking task (activities), the occurrence of these basic components of communicative tasks was tallied, tabulated and discussed descriptively. Moreover, analysis of the nature of the speaking activities in each unit under each component (element) in relation to the checklist was qualitatively described and discussed.

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSION

4.1 Data from the Textbook Analysis

4.1.1 Speaking Tasks (Activities)

Grade 12 English textbook has nine units in which each unit is divided into six sections: reading, vocabulary, language pattern (grammar), speaking, listening and writing. The speaking section is placed at different positions in each unit with different speaking activities. Table 1 below presents the total number of speaking activities in the textbook with their mode of presentation and periods allocated to carry out these activities in each unit.

Table 1: Distribution of Speaking Activities in Grade 12 English Textbook

Units	Number of activities	Periods *
Unit One	3	4
Unit Two	4	4
Unit Three	1	4
Unit Four	6	4
Unit Five	3	4
Unit Six	3	4
Unit Seven	7	5
Unit Eight	1	4
Unit Nine	1	4
Total	29	37

NOTE: * One period is 40/45 minutes

As it is indicated in Table 1 above, there are 29 speaking activities in the 9 units of the Grade 12 English text book. Regarding the distribution of the activities, there is uneven distribution of the speaking tasks in different units. For instance, there is only one speaking activity in each unit of 3, 8, and 9, and there are 3 speaking activities in each unit of 1, 5 and 6. Unit two contains four activities, while unit seven comprises seven activities. This implies that the distribution of the

speaking activities under the speaking sections of each unit of the textbook varies from unit to unit. It is also clear that the numbers of the speaking activities do not match with the allocated time to carry out the suggested speaking activities in each unit of the textbook. For instance, units 3, 8, and 9 have four periods each involving only one activity. However, unit two involving six activities has the same time as these units (i.e., 4 periods). This shows that the time allocated for the activities under each unit does not consider the amount of the activities in each unit of the textbook. This may have an impact on the practice of the learners. That is, the time given for the activities may restrict the students from practicing the speaking activities as expected.

Therefore, it is possible to infer that the practice of the communicative tasks is not frequently and consistently presented in each unit of the textbook. Consequently, the learners may not get proportionally equal opportunities to practice the speaking (oral communicative) tasks frequently throughout the speaking lessons.

4.1.2 Evaluation of the Speaking Tasks

4.1.2.1 Aspects in Relation to Goals

The first important feature to be treated in evaluating a communicative task is to check the existence of a key list of objectives that provide students with an opportunity to determine for themselves where they are going and what they can expect to achieve.

Table 2: The Objectives of Speaking Activities in Grade 12 English Textbook

No.	Components of Communicative Tasks	Units	Occurrences of the Speaking Tasks' Goals (Objectives) in Each Unit
1	Goals	1	. Giving solutions to problems
		2	. Agreeing or disagreeing with some one's opinion and supporting one's own views . . Expressing one's ideas on the contribution to the Labour Force
		3	-
		4	. Giving praise and compliments . Using modal verbs to express intentions, habits and ability
		5	-
		6	. Expressing one's feelings of satisfaction , annoyance, dissatisfaction about taxation practices
		7	-
		8	. Identifying issues related to the topic, discussing and presenting them to the class .
		9	-

Table 2 above shows that the textbook provides objectives for the speaking sections at the beginning of some of the units so that the learners may contemplate what they are expected to do during the activities. It is suggested that objectives have to be unambiguous, jargon-free and concise. They should identify clearly what the students should be able to do and provide the means by which they can determine for themselves whether they have achieved them or not. This might be done by providing students with activities related to each objective.

However, not all the objectives of teaching speaking skill are explicitly stated in the textbook in such a way that the students could easily understand how to practice the speaking activities in each unit of the textbook. In addition to this, from the total nine units of the textbook, some particular units do not have specific objectives for the speaking sections. These units include Unit Three, Unit Five, Unit Seven and Unit Nine (see Appendix C). In other words, these speaking activities are those which do not help learners to generate ideas and to plan what and

how to do in practicing the oral communicative tasks. Only some speaking activities have clearly stated objectives which help learners to follow and act according to the pre-suggested goals. This implies that the textbook does not fully encourage learners in achieving the intended target since the majority of the speaking tasks do not guide them properly towards a certain goal. ④

In fact, the syllabus of the textbook attempted to speculate objectives of the speaking tasks at the beginning of each unit. Nevertheless, stating the goals (objectives) of the activities in the syllabus alone would not be sufficient (for the implementation of the goals) since the students do not have the syllabus in hand. Furthermore, the textbook does not have teacher guide which is supposed to involve specific objectives for each section in each unit and from which teachers would get additional directions and guidance on how to manage the students when doing the activities. This makes the textbook of poorer quality for it does not make the students to master the syllabus' objectives for oral English.

As it has been stated in the literature part, goals are the necessary elements of communicative tasks and they play a very important role in the whole process of communicative activities. Communicative activities with no goals cannot encourage learners' interest in verbal participation; when communication is with no goals, this activity is not a real task. In line with this, Nunan (1989) states that without clearly articulated sets of goal statements, there is a risk that task-based language teaching programs will lack coherence. On the other hand, regarding the goals' relevance to the communicative needs of the students, he also explains that the goals which reflect the communicative needs of learners have greater face validity than those in which the goals are either unstated, inexplicit, or which do not reflect learners' goals.

Therefore, it would be possible to say that the goals of the oral communicative activities in the text book are not explicitly stated. If the goals of the communicative activities are not explicitly stated in the textbook, it may be a cause for the students' poor speaking skill. This is because of the fact that they see the textbooks as a framework or guide that helps them to organize their learning both inside and outside the classroom- during discussions in lessons, while doing activities and exercises, studying on their own, doing homework, and preparing for tests.

So, lack of clearly stated goals in the students' textbook might make them misguided. For this reason, they do not encourage learners' interest in verbal participation and the students would not

be motivated to do the activities. When the students are not encouraged and motivated in doing the speaking activities in the textbooks appropriately, the aims of the communicative tasks in the course book would not be achieved. Thus, since the goal of teaching communicative activities is not met, a failure will be created in students' oral proficiency or performance.

4.1.2.1.1 Nature of the Speaking Tasks Regarding the Objectives

The nature of the speaking tasks mentioned under the speaking sections of the textbook reveals that the goals of the tasks, to some extent, considered the needs and interests of the learners.

Example 1

Exercise 2 (p.9) *Do you know any riddles in your first language? Select them in groups and translate them in English. Then ask your friends to solve these riddles.*

Exercise 6 (51-52) *In groups study the situations identified below and provide congratulations for each. You can do this either by taking turns orally or by writing your sentences and then sharing them with the class. Use expressions such as 'I would like to congratulate you on...May I offer you my congratulations on...you deserve to be congratulated on...'*

Situations

1. *Your sister is graduating from her university.*
2. *Your father has obtained a promotion.*
3. *A neighbor is getting married.*
4. *A friend has won a prize in the lottery.*
5. *Your uncle has bought a new model car.*
6. *A classmate has won a scholarship abroad.*
7. *A friend is placed first among all 12 sections in your school.*

As the above example indicates, in the speaking section of unit one, the students are expected to give solutions to riddles. Here, they are encouraged to practice a type of communicative activity which is motivating and powerful in arousing the students' interests. However, though the goals of oral communicative activities in this unit meet the needs and interests of learners, it is not explicitly stated. The statement "Giving solutions to problems" (see Appendix C) does not clearly show the exact objective anticipated to be carried out in the tasks.

Similarly, under the speaking section of unit four, they are asked to practice congratulating people on a certain occasions. This activity pushes the students to apply what they learn in classroom (i.e. how to congratulate people on different situations) into their real-life situation. In

other words, they would not encounter any problem in congratulating people in various circumstances.

On the other hand, as it has been said earlier, under the speaking sections of units 3, 5, 7, and 9, the objectives of speaking tasks are not totally stated in the students' textbook. It would be very difficult for the students to accomplish the tasks since there are no goals to be achieved. In other words, they would be discouraged to do the activities for they do not stimulate the learners. This indicates that lack of clearly stated objectives would hinder the learners from doing and practicing the tasks appropriately.

Therefore, it would be possible to conclude that though the goals of oral communicative activities in the course book meet the needs and interests of learners, some of them are not explicitly stated while others are totally unstated.

4.1.2.2 Aspects in Relation to Input

It is suggested that language input must be comprehensible and motivating for the material to be useful as the major part of the language input comes from it.

Table 3: The Inputs of Speaking Activities in Grade 12 English Textbook

No.	Components of Communicative Tasks	Units	Occurrences of the Speaking Tasks' Inputs in Each Unit
2	Inputs	1	. A written text (case study)
		2	. Using authentic materials (data) such as a newspaper or magazine
		3	-
		4	-
		5	. Illustrations such as sketch and a diagram/map
		6	. Model dialogue
		7	-
		8	-
		9	. Interviewing people . A questionnaire

As it is shown in the Table 3 above, an attempt was made, to some extent, to design the contents of the activities as inputs in accordance with the goal of the tasks for they are selected on the basis of the students' experiences and exposures. However, the contents as input do not give adequate information to the students. This is because of the fact that the students are not provided with ample authentic texts (materials) in addition to the textbook itself. For instance, under the whole speaking sections of the textbook, there are only two illustrations (concerning asking for and giving directions on pages 72 and 73, see Appendix C). Furthermore, the inputs such as interviewing people and using data in newspapers and magazines are not provided as input data in the textbook; rather they are given to the students as supporting materials to be used when accomplishing their tasks. This shows that the activities do not give the learners the opportunity to be involved in real communication by providing them with practice on listening to and reading genuine language drawn from a variety of source.

Lack of such authentic materials (visual aids) will decrease the encouragement of students thereby affecting their engagement in doing the activities. Moreover, since there are various students with different learning styles or multiple intelligences, not providing the students with such supporting materials would result in depriving such diverse students the opportunity of learning comfortably with their own learning preferences.

In this regard, proponents of authentic materials point out that classroom texts and dialogues do not adequately prepare learners for coping with language they hear in the real world outside the class room and thus, they argue that learners should get opportunities for engaging in the real world texts in class. Therefore, the input data, which task participants are supposed to comprehend and manipulate in communicative process, should reflect the learners' needs and interests, thereby positively encouraging the use of the target language.

Therefore, it would be possible to say that even though the contents of activities as input are selected on the basis that they are closer to the students' experiences and exposure, they do not give sufficient information. From this, it is possible to infer that contents as input in the activities do not adequately prepare learners for coping successfully with genuine oral communication outside the classroom.

4.1.2.2.1 The Nature of the Inputs in the Speaking Tasks

There are some activities in the textbook which promote the use of authentic materials. As it is discussed in the literature part, using authentic materials will help the students as well as the teacher in different ways. For instance, they provide students with practice on listening to and reading genuine language drawn from a variety of sources such as texts, videotapes, audio recordings, mini-lectures, TV and radio broadcasts, conversations, interviews, announcements, field trips, community resources, student knowledge, web resources and visual aids (posters, maps, bulletin boards) selected mostly from those produced for native speakers of the language. Practicing with these materials will also help the students cope successfully with genuine communication outside the classroom.

Table 4: Authentic Vs Inauthentic Inputs in the Speaking Tasks

Units	Inputs in the Speaking Tasks		
	Number of Activities		
	Authentic	Inauthentic	Total
1	1	2	3
2	1	3	4
3	0	1	1
4	0	6	6
5	1	2	3
6	1	2	3
7	0	7	7
8	0	1	1
9	1	0	1
Total	5	24	29
%	17.2	82.8	100

Table 4 above, shows that there are only five (17.2%) activities which involve authentic inputs and that all the remaining activities lack authentic inputs. This indicates that the majority of the activities (82.8%) provided in the textbook, do not promote the use of pictures, illustrations, diagrams, graphs, etc. This also reveals that regarding this component of communicative task, due considerations are not made in emphasizing addressing the learners' needs, interests, and learning preferences. From this, it can be concluded that contents as input do not give sufficient information to the students due to lack of adequate authentic materials.

Example 2

Exercise 4 (p. 25): *Identify a topic of interest in a newspaper or magazine in groups of three students and sum it up. Then, present the summary of what you have read orally to the class.*

Exercise 2 (p. 73): *Look at the city map of Addis Ababa and ask your friend to give directions to places shown on the map. Assume that you are at a place on the map- you agree with your friend. (see Appendix C for details)*

Exercise 1 (p. 87): *Read about the incident described in the following {model} dialogue (see Appendix C for details). {Then} Discuss the scenario in pairs and then produce a short dialogue in which you express your complaints about the mistake in the bill.*

As we can see from the above example, under the speaking section of unit two, the students are ordered to use newspapers or magazines to do some activities. Again, under the speaking section of unit five, the students are provided with sketch and maps (visual aids). Similarly, under the unit nine, they are asked to work with their group and prepare a short talk on the topic "The social and economic impacts of HIV/AIDS". These activities encourage students to the use of authentic materials. When they use such authentic materials which are not especially designed for language teaching purpose, they will involve in genuine and real communication. Therefore, if they learn these activities with a support of authentic materials, on the one hand, they will easily understand the tasks; on the other hand, they will use these activities (which they have learned inside the class room) appropriately outside it in different occasions. So, it is likely to say that providing the students with such authentic materials will make the activities more communicative.

However, as it is revealed previously, the number of such authentic materials or the activities supported by them is quite limited. It is below what is expected to be provided for the learners in the textbook said to have communicative tasks. Therefore, to make the textbook more communicative, addition of such authentic and supporting materials will be demanding.

4.1.2.3 Aspects in Relation to Activities

Table 5: The Activities in the Speaking Sections of Grade 12 English Textbook

No.	Components of Communicative Tasks	Units	Occurrences of the Speaking Activities in Each Unit
3	Activities	1	• Solving Riddles (in groups) • Interviewing some one • Discussing a case study (in groups)
		2	• Exchanging views to persuade each other (in pairs) • Summarizing a text and presenting it(in groups)
		3	• Panel discussion
		4	• Practicing dialogues and role-plays for praising, complementing and congratulating people • Completing dialogues (in pairs)
		5	• Practicing a role-play for asking for and giving directions
		6	• Completing a dialogue(in pairs) • Practicing a role-play for complaining people • Preparing a short dialogue on a given situation(in pairs)
		7	• Taking turns to invite a partner(in pairs) • Completing and practicing a dialogue(in pairs) • Preparing a short conversation on a given situation
		8	• Group discussion on a given issue and its presentation
		9	• Preparing and presenting short oral reports(in groups) • Interviewing people (in groups) • Completing a questionnaire individually and discussing it

As it can be seen from Table 5 above, activities in the speaking sections in the textbook are appealing and have a propensity to be communicative to some extent. They are good parts for students to practice English. Besides, topics are sophisticated enough ranging from personal daily life to social matters, from easy and familiar topics to more complex ones, which helps students enrich experience, awareness of the real society and improve their background knowledge. In the textbook, some speaking sections start with some preparation activity so that students can gain enough knowledge as well as structures and language for their speech. Furthermore, some speaking tasks and activities in Grade 12 English textbook, to a certain extent, are well designed and instructed.

The speaking sections also focus on pair work and group work which are popular communicative activities in classroom speaking period. Almost all of the speaking tasks in each unit of the textbook promote the use of pair/group work. This indicates that students can interact with other students, which means that they take turns to involve a good deal of listening and understanding of how the others are feeling. Concerning the involvement of group work, most of the activities are designed in a way which will allow learners to communicate and cooperate in groups. It can be said that this is one of the best characteristics of communicative task appeared in the textbook (even though it seems that it needs some modification). Students are much more motivated to take part in speaking section.

The textbook also tried to incorporate some types of activities such as dialogues, role-plays, puzzles and problems, discussions etc, to solve the communicative problems of the students. In other words, it provides the students with different types of activities to develop the students' communicative competence. If students are presented with such communicative activities which they could use in their real life communication, they would improve their speaking proficiency. For instance, when practicing dialogues and role-plays in the classroom, the students are indirectly developing the skills of conversation, self-confidence, pronunciation, fluency, eye contact, etc which they use in their real-life communication. On the other hand, when they are practicing puzzles, problems, discussions, etc they are developing the skills of problem solving, decision making, interpretation and so on which in turn would make them competent enough in speaking skill.

However, even though there are some communicative activities in the textbook, this would not mean that they are enough or sufficient. Compared with the list of activities listed in the literature by different scholars, the communicative activities provided in the text book are quite limited. In addition, tasks and activities are not various in forms and styles. There are always repetitive activities such as “work in pair/group and answer or discuss the questions” in the textbook, which leads to students’ boredom. Moreover, the supply of the activities in the textbook is not uniformly distributed. For instance, there are six and seven speaking activities in unit four and seven respectively; whereas units three, eight and nine contain only one activity each. In connection to this idea, literature in the area tells that the more the presentation of activities is flexible, the better it grabs the students’ attention and consequently paves the way for lively interaction.

Additionally, students are required to work in pairs but after that, one of them is called to talk in front of the class while his or her partner is not, which means that not all students have chances to practice what they have discussed. As a result, that part of speaking section is not really efficient because students’ mistakes are not corrected. Instead of that, jigsaw activity should be presented. For example, students should be given more chances to do the matching tasks with numerous illustrations and afterward, they create a story or situation based on what is shown in the pictures and retell to the class.

Besides, there are many other activities that should be added to this section in the English 12 textbook to make it more plentiful such as guessing games with using Yes-No questions or information gathering activity in which students involve conducting surveys, interviews, etc. Some of speaking lessons just provide students with suggested questions but not any key vocabulary or structures for their speech. Only a few of lessons give useful language, examples or models on given topic to help students in practicing speaking. Besides, some tasks and activities in speaking section are inauthentic.

Therefore, it would be possible to say that since they lack variety and authenticity, the activities do not fulfill the communicative needs of the learners satisfactorily.

4.1.2.3.1 Nature of the Speaking Activities

Table 6: Nature of the Speaking Activities in Grade 12 English Textbook

Units	Nature of the Speaking Activities in Fulfilling the Following Characteristics of Communicative Tasks																										
	Motivational value			Authenticity			Proficiency level			Meaningfulness			Real-worldness			Purposefulness			Suitability of tasks for pair/group work			Stages of tasks			Variability		
	No. of activities			No. of activities			No. of activities			No. of activities			No. of activities			No. of activities			No. of activities			No. of activities			No. of activities		
	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	no	Total	Yes	No	Total
1	3	0	3	1	2	3	3	0	3	3	0	3	3	0	3	3	0	3	2	1	3	0	3	0	3	0	3
2	4	0	4	1	3	4	4	0	4	4	0	4	4	0	4	4	0	4	4	0	4	4	0	4	4	0	4
3	0	1	1	0	1	1	1	0	1	0	1	1	0	1	0	0	1	1	1	0	1	0	1	1	0	1	1
4	6	0	6	0	6	6	6	0	6	6	0	6	6	0	6	6	0	6	4	2	6	6	0	6	6	0	6
5	3	0	3	1	2	3	3	0	3	3	0	3	3	0	3	3	0	3	2	1	3	0	3	3	3	0	3
6	3	0	3	1	2	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3	3	0	3
7	6	1	7	0	7	7	6	1	7	6	1	7	6	1	7	6	1	7	1	6	7	7	0	7	7	0	7
8	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1
9	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1
Total	27	2	29	5	24	29	28	1	29	27	2	29	27	2	29	27	2	29	19	10	29	20	9	29	27	2	29
%	93.1	6.9	100	17.2	82.8	100	96.5	3.5	100	93.1	6.9	100	93.1	6.9	100	93.1	6.9	100	65.6	27.6	100	69	31	100	93.1	6.9	100

a) Regarding Motivational Values

The table above reveals that most of the speaking activities in the textbook are motivating. This might be because of the fact that majority of the speaking tasks are prepared based on the exposure and experiences of the learners.

Example 3

Exercise 1 (p.8-9) Solve the following riddles in groups. Remember that a riddle is a verbal puzzle or test.

1. *a flock of sheep
on a red hill
here they go, there they go
now they stand still*
2. *My first is an apple and also in peer,
My second is in desperate and also in dare,
My third is sparrow and also in lark,
My forth is in cashier and also in clerk,
My fifth is in seven and also in ten,
My whole is a blessing for women and men,
Who am I?*

In the above example, in the speaking section of unit one of the textbook, learners are asked to solve riddles in groups. In this activity, the students are asked to solve the problems they are familiar with. It is known that most of our cultures, in our context, have such riddles and children (specifically) play them with their friends, peers, and so on at night and other times. The students will be interested and encouraged to do such activities because they have known them since their childhood. Regarding this point, Ur (1996) claims that though there are many ways to motivate learners, one of the most important factors is to make the tasks and lessons interesting. It is obvious that the task will be interesting if it is familiar to the students. Therefore, it would be possible to say that the above task is motivating.

In the speaking section of the second unit, learners are asked to express their agreement or disagreement by discussing on some controversial topics given in the textbook and exchange views to persuade each other. Here, learners are encouraged to discuss and share ideas with one another. In this task, the students are asked to discuss and exchange ideas on one of the following propositions. Here is the example.

Example 4

Exercise 2 (p. 24): In pairs, now discuss one of the following propositions and exchange views to persuade each other.

1. *Traffic accidents are largely caused by the negligence of drivers.*
2. *My mother is always advising me to get married before the age of 25.*

When discussing on these topics, they will raise a number of issues both supporting and opposing the propositions. Since they do this task in groups, they will come up with different ideas, opinions, information, etc and exchange information with one another. Meanwhile, they will develop different skills of oral communication. The aim of the tasks is to enable learners to develop the talent of debating and persuasion. In other words, when accomplishing the tasks, they develop the skills of sharing experience, sense of self-esteem, decision making, etc. And this is something they possibly get outside the classroom in their daily social interaction and real communication. This would indisputably have a great role in developing the speaking skills of the learners.

Similarly, in the speaking section of unit five and six, there are speaking activities in which students are expected to study a dialogue and practice a role-play. Practicing a dialogue and role-play has a great role in motivating students to be able to express themselves orally. Furthermore, under unit five, the students are expected to look at the city map of Addis Ababa given in their textbook (see Appendix C) and ask their friends to give directions to places shown on the map. In addition to that, there is a sketch that illustrates standard expressions for giving information (direction) in English. Providing students with such visual aids would motivate them in comprehending the lessons easily and interestingly.

Moreover, almost in all activities given in the text book, the students are encouraged to do the activities in pairs/groups. It is obvious that group work has tremendous advantages which play a major role in motivating students. For instance, increasing enjoyment, enhancing learning, reducing anxiety, increasing self-esteem and self-direction, increasing learners' participation, etc. are some of these advantages. Learners benefit a lot from working together rather than working alone. In the classroom where cooperative language learning is used, learners perceive much more encouragement and support for academic effort.

However, tasks and activities which are offered in the students' textbook are not various in forms and styles. There are repetitions of instructions in the activities which may be a cause for students' boredom. Besides, there are many other activities that should be added to this section in the English 12 textbook to make it more plentiful. In relation to this, Dickinson (1987) warns that if material writers keep students wallowing around doing a bit of this and a bit of that with no clear idea of where they are going, the students will be less motivated.

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

Some activities did not seem to appear with the genuine interest of the learners because they did not take into account their educational level, their ages, their learning objectives and the composition of the class.

Example 5

Exercise 1(p.46): You are going to have a panel discussion on the following topic: Water Resources in Ethiopia. Choose someone from the group who will note down the important points raised in the discussion.

This example which is in the speaking section of the third unit, orders students to have a panel discussion on the topic "Water Resources in Ethiopia". These requirements do not raise learners' interest and are irrelevant to students' practical purpose since they cannot help students improve their speaking skill if they only match or arrange given sentences into dialogues or talks without brainstorming to produce their own products and practice them. In that way, real communication takes no place in the speaking period. It seems that it does not consider their needs and interests.

For this and other circumstances (Harmer 1991:42), consolidates the analysis that by presenting students with a variety of activities, which fit their ages and educational backgrounds, we can ensure their continuing interest and involvement in the language program. Materials, which continually have the same activities, are not likely to sustain interest, particularly where the students have no extrinsic motivation and do not perceive any clear long-term goal. A program

that presents variety of activities, practice-oriented one, on the other hand, is far more likely to continually engage the students' interest.

As far as supporting materials for developing one's speaking ability are concerned, the material does not have an attractive appearance (visuals, layout, typography, etc). There is no a single picture under the whole speaking sections of the textbook except the city map of Addis Ababa on page 73 (see Appendix C). Along with this, the activities in the material do not seem to appear to encourage the personal involvement of the learners in the learning process. Although some activities require audio-visual and recorded materials, it is likely to say that those are absent in the textbook. Along with this, although the pedagogic tasks in the textbook seemed situationally authentic, there are no sufficient examples that are conveyed by authentic materials like pictures, recording of news, newspaper articles, brochures, etc, which are used in the classroom to expose the learners to language in real use.

Moreover, the absence of varied activities in their course books would restrain them to improve their speaking proficiency. In short, it is likely to say that although the contribution of the course book is not totally denied, the findings from the course book itself by analyzing its contents show that it does not look like an interesting and a remarkable one that enable learners to be communicatively competent in a language.

From the above facts, it can be deduced that there will be a possibility to encounter a repetitive and monotonous like approach of designing an activity in the students' material that will probably bring a negative attitude towards the speaking activities in the material (since the speaking activities in their course materials are not inspiring). So, it is likely to say that preparing the spoken materials in view of the communicative language teaching method plays an important role in helping students to develop their speaking language proficiency (and the material by itself has of a significant role for the students' communicative language achievement). In addition to that the stimulating (exciting) features of the speaking activities portrayed in their textbook are not thought provoking. In other words, the speaking activities that are depicted in their spoken material lack motivational values. However, it is suggested that activities which are designed in any sort of course material, need to be designed in a fascinating way for addressing learners' interests.

Therefore, to encourage participation, activities should arise from the scope of knowledge of the learners. Speaking activities could be successful when their motivational values are high enough in making students interested in the topics, exercises, activities, varieties, level of difficulties in making learners eager to speak.

b) Regarding Addressing the Students' Needs (Proficiency Level)

According to the information in the Table 6, most of the activities given in the textbook are appropriate to the level of the students. They are not beyond the standard of them nor below their standard, but challenging. To take some sample from the textbook, under the first unit, the students are asked to solve riddles or puzzles and to discuss a case study. The students cannot easily predict the solutions of these activities (problems) even though they are familiar with them. The activities are a little bit challenging that the students are expected to exert their cognitive ability to solve these problems. This would make the difficulty level of the activities at the right level.

In addition to this, the activities have contextual support in such a way that they ask the students whether they know any riddle in their L_1 , to collect and translate them into English, and ask each other to solve the riddles. As it is mentioned above, the familiarity of the contents of the activities makes it easier for the students to handle them. This is because of the fact that the subject matter with which the L_2 learner is familiar is easier to handle than topics which are entirely novel.

Similarly, under the speaking section of unit five, the learners are asked to practice a short dialogue using the sketch and the accompanying sentences given to illustrate standard expressions for giving information in English.

Example 6

Exercise 1 (p.71-72): Study the following short dialogue and practice role-playing with a friend. Then discuss the differences in the use of expressions in these dialogues. The following sketch and the accompanying sentences illustrate standard expressions for giving information in English, you need to study and practice them (see Appendix C for details).

The activity in this example addresses the students' needs in that it orders the learners to practice what they do in their daily life or real-life communication.

Just next to this, the students are also asked to look at the city map of Addis Ababa and to ask their friends to give directions to places shown on the map. As we can see, the above exercises are presented in a context to make the activities easy and manageable for the students. First, they were provided with a simple dialogue to practice; then, they were given illustrations which help them to give information about directions to places. Finally, they were ordered to ask and give directions to places they are familiar with supported by a map (city map of Addis Ababa). Therefore, it would be easy and encouraging for the students to do the activities by using the clues (illustrations) as well as the context they know from their prior knowledge.

But, as it has been mentioned earlier, some of the activities (regarding to asking and giving information and expressing agreement and disagreement) given in the textbook (see Appendix C) are not appropriate to the level of the students. They are below their standard. To take some sample from the textbook, under the second unit, the students are asked to demonstrate their agreement or disagreement on some propositions. Much of the task is predictable, and new information is rarely transmitted from the speaker to the listener. The students can easily predict the solutions of these activities (problems) since they are familiar with them from their previous courses. This would make the difficulty level of the activities at the below the level of the students.

So, one can easily infer from the above activities that even though there are some activities which need some adjustments, most of them address the students' needs being at the right level of their proficiency.

c) Regarding Meaningfulness of the Task

As language that is meaningful to the learner supports the learning process, 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. In the textbook almost all the speaking tasks provided are meaningful to the students. Table 6 also shows that the majority (93.1%) of the speaking activities promote the principle of meaningfulness. Let us see the following typical examples from the textbook.

Example 7

Exercise 2 (p. 49-50) Study the phrases under each heading. Then practice saying them in situations that follow.

Compliment	Response
<i>I would like to compliment you on.....</i>	<i>Thank you, It's nice of you to say so.</i>
<i>I would like to compliment you on.....</i>	<i>It's nice to hear that from someone with your experience</i>
<i>I think your (hair) is very nice</i>	<i>Thank you, but it really isn't anything special.</i>
<i>I just love your</i>	<i>Thank you. But yours is even nicer.</i>
<i>The (chicken) is delicious</i>	<i>I'm glad you like it</i>
<i>That's neat!/nice/pretty/good</i>	<i>Thanks</i>
Situation 1	Situation 2
<i>A: That's a great sweater.</i>	<i>A: Hi, Tamirat, are those new _____?</i>
<i>B: _____</i>	<i>B: _____</i>
Situation 3	Situation 4
<i>A: Well thank you for the _____</i>	<i>A: _____</i>
<i>B: _____</i>	<i>B: Oh, thanks. I just lost a hundred birr note.</i>
<i>A: Yes I really _____</i>	<i>A: _____</i>
<i>B: _____</i>	<i>B: _____</i>

According to this example, under the speaking section of unit four, the textbook orders the students to study the phrases and expressions given under each heading (compliment and response). Then, to practice saying them in situations found in the textbook. They are also asked to complete the dialogues based on the clues given and to play the roles of A and B (see Appendix C). As we can observe, these activities are not form-based activities, rather they are communicative, authentic, and meaningful for the students. The students are encountered with such tasks (dialogues) in their day-to-day social interaction. In support of this idea, it is suggested in the literature that effective interactive activities should be manipulative, meaningful and communicative, involving learners in using English for a variety purposes.

d) Regarding Real-worldness of the Task

Classroom tasks that develop learners' ability to express their ideas/opinions orally are an important component of language course. This characteristic of communicative tasks (i.e., eliciting real communication) focuses on asking whether the tasks promote conversation or an exchange of information in English. In other words, the tasks should not be confined to a mere practice of language patterns/forms, instead, they should be able to engage the students in real communication (i.e., what they possibly do outside the classroom).

As it is revealed in Table 6, several activities under the speaking sections in the textbook fulfill this criterion. According to Ur (1996), the following characteristics must be present in successful speaking tasks: a lot of learner talk, even participation, high motivation, and an acceptable level of language use. Some strategies to bring about such characteristics are using group work, basing the activity on easy language, making a careful choice of topic and task to stimulate interest, giving some instructions or training in discussion skills, and keeping students speaking the target language.

For instance, under the speaking section of unit four, exercise 4 orders the students to be in pairs and to identify practical situations with regard to food, academic performance, outstanding job done in the family, football player, writing neatly, saving a friend from car accident, etc and decide on how to compliment and reply to the compliment. Then, they are asked to act on a dialogue for the class and discuss their performance with their teacher and classmate.

As we can observe, the above activity elicits real communication as it fulfills almost all characteristics mentioned above. First, there is a lot of learner talk. Since there is a dialogue between the students almost the role of their teacher is insignificant and the students take a lion-share role in participating in the task. In addition, the topics the students are supposed to identify are clear and familiar to which they can relate and talk about by using ideas from their own experience and knowledge. They are also asked to do the activity in pair/ group which in turn allow them to have even participation. Making a careful choice of topics and letting the students do the activities in group would highly motivate them and provides opportunities for them to activate their knowledge and produce language that they can select from the input they have received.

By the same token, under the section of unit six, students are asked to be in pairs and play the roles of a receptionist and a guest who complains about the poor facilities of the hotel in which he is lodging.

Example 8

Exercise 2(p.88): *In pairs play the roles of a receptionist and a guest who complains about the poor facilities of the hotel in which he is lodging.*

Example: Guest : Excuse me

Receptionist:

Yes, can I help you?

Guest: I'm in room 28. I'm afraid the telephone isn't working, the window's broken, and it's too noisy. Have you got another room?

Receptionist: let me see, yes, you can have room 21.

Now make up your own conversation

In this activity, like the former one, we can see a lot of learner talk, even participation of the learners, high motivation and acceptable level of language use. This is because of the fact that the students are familiar with the selected topic, advocated to do in pairs and the activity is based on acceptable level. So we can conclude that the activities can involve the learners in a meaningful and real communication since they fulfill the principle of real communication.

Regarding the intelligibility of the activities (and their practices in real-life situation), one can easily understand that the simplicity and intelligibility of the speaking activities and exercises are not as such too easy to understand and clear to use for the learners, rather they have an intermediate clarity. As to the use of the activities found in the real-life situation, one can easily reckon that most of the students can use the speaking activities that are found in their spoken materials in real life situation.

Providing students with diverse speaking (communicative) activities such as role play, dialogue, simulations, games and drama have their own contribution for one's improvement on speaking skill. In addition to that, to assist students to develop their speaking proficiency, additional materials beyond the text book have of paramount importance and learners are expected to use resources like radio, TV, tape recorder and language laboratory.

In keeping with the general approach adopted by the course writers, a few of the exercises in their sections endeavored to include communicative activities though their numbers are too few and of pedestrian in directing them. It is known that the basic goal and rationale of the course is to make learners communicatively competent, thus to make it real, activities need to be integrated with other skills. However, in this course book little attempt was done to integrate the skill of speaking with the other ones.

Generally, as spoken language package and as some writers' works show, for instance, as Brown and Yule, (1983) state, the speaking skill should be integrated with at least with the listening skill. 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 materials should try to reflect this. For example, where students practice reading, the text should help as a spring bond for practicing other skills. At the very least we listen and speak together, and read and write together.

However, in the course material no attempt was made to integrate not only with that of listening but also with other major skills except writing. As far as writing skill is concerned, the textbook asks the students to write the summary of a passage or a text in their book and from other sources such as newspapers or magazines. It also asks them to study the situations given in their textbook and provide congratulations by writing their sentences in such a way that speaking and writing skills are integrated under the textbook. In addition, the course book hardly includes illustrations for communicative purposes. It seems to ignore the importance of illustrations for communicative purposes, which is recommended to be included in the design of spoken course material.

To sum up, most of the speaking tasks in the textbook elicit real communication. However, lack of authentic and supporting materials as well as lack of integration of language skills can hinder the students from using these speaking activities for real communication properly.

e) Regarding Purposefulness of the Task

As it is indicated in the Table 6, the majority of the speaking tasks in the textbook have a communicative purpose which goes beyond the classroom. In fact it is suggested that if a task is to be genuinely communicative and promote language use, the students should have a desire to communicate, 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 should be centered on content – what is being said or written – and not on the language form that is being used. So, it seems that the activities fulfill this criterion.

In addition, this characteristic of a communicative task is aimed at providing students with an activity which help students not only to practice language forms in the classroom, but also to use them in their day-to day activities (social interaction). The textbook consists of some of such activities. For instance, under the speaking section of unit four, the students are asked to study the short dialogue given and identify their category as: accepting or rejecting compliment and giving the other person a similar compliment.

Example 9

Exercise 1(p.49): Study the short dialogues below and identify the category they belong to (a, b, or c).

1. Ali: *That's a beautiful dress you have on.*

Zebiba: *Oh, thank you I just got it yesterday.*

2. Genet: *I just love your hair that way! Did you do it yourself?*

Senait: *Oh, thanks. Yes, I did. Isn't yours a new style, too?*

Genet: *Yes, it is. Do you like it like this?*

3. Friend: *That was a great dinner. You must have spent all day cooking.*

You: *Thanks. But it really only took an hour.*

4. Tekele: *Wow, this is really a nice place!*

Tigist: *Thanks. I'm glad you like it.*

There are three ways of replying to compliment

- a. *Accepting the compliment*
- b. *Rejecting it or*
- c. *Giving the other person a similar compliment.*

When the students are practicing this dialogue (activity), they are not only practicing the linguistic aspect of it, rather they are practicing how to accept, reject or give a similar compliment to another person in their real world communication outside the classroom. They are also learning the expressions/illustrations which help them to accept or reject a compliment in their real life. It is clear that in real life, we always have a reason for speaking and so our speaking activities should aim to reflect this wherever possible.

In a similar fashion, the speaking section under unit eight, the students are asked to discuss the issues of local unfavorable practices and how to avoid these practices, being in small group of four to five. Again, this activity (discussion) is meaning focused and has a purpose that goes beyond classroom exercises. In support of this, scholars recommend tasks which aim at promoting awareness of language form, making students aware of particular language features, and encouraging them to think about them. These tasks are likely to be more beneficial in the long run than form-focused activities aimed at automating production of a single item. Instructors can design consciousness-raising activities to highlight specific aspects of language that occur naturally both in the students' reading and listening texts.

However, the activity under unit seven does not have a communicative purpose that goes beyond the classroom. Because, it seems that it is aimed at teaching only the appropriateness of grammar. It asks the students to correct the grammatically unacceptable expressions into acceptable ones. Here is the activity.

Example 10

Exercise 5(p.115): *The following expressions are not grammatically acceptable, can you make them acceptable?*

1. *I'd like to invite you coffee.*
2. *Dad, would you be interested to plating chess with me?*
3. *I can't come today, my friend has invited me his birth day party.*
4. *What about to drinking coffee together in the students lounge?*
5. *I'd love to coming with you, but I'm afraid to say no.*

This activity requires the students to manipulate forms without giving attention to the meanings and communicative aspect of it. It also provides to practice sentence patterns. Since the contexts

in which these sentences occur have not been given, the exercise is too mechanical. It does not help to practice the meaning and communicative tasks. The activity does not ask the students to use (practice) the expressions in a context; rather it simply orders them to correct the grammar of the expressions. It does not give learners the opportunity to communicate what they want to say and express what they want to feel or think. This implies that such activities that are not meaning-focused – activities where the aim is to practice specific forms and functions – are inadequate to promote learning.

From this, it can be concluded that even though most of the speaking activities in the text book elicit real communication and have a purpose that goes beyond classroom exercise, there are still some activities to which special attention should be given to make them purely communicative.

f) Regarding Suitability of the Task for Pair/Group Work

According to the information in the Table 6, an overwhelming number of the activities (65.6%) in the textbook promote the use of pair/group work. This indicates that the speaking tasks in the textbook are preferably fair for pair or group work. In fact it was recommended in the literature part of this study that group work is the best and the most preferred classroom teaching-learning organization which is appropriate and convenient to the practice of communicative activities. This is because of the fact that it can help learning by providing an opportunity for learners to get exposure to the language that they can understand and gives learners exposure to a range of language items and language functions. Group work activities also enable students to practice some of social skills like self confidence, tolerance, listening to each other, giving and respecting opinions/ideas, decision making, conflict management, etc by involving learners in different roles in the pairs/groups.

As mentioned earlier, using group work when doing communicative tasks has a lot of advantages. Surprisingly, this characteristic is the best met criteria (characteristic) in this book even if there are some drawbacks with it. Almost all of the speaking activities presented in the textbook promote the use of pair/group work. There is no a unit under which there is no use of pair/group work.

To take some examples, the first exercise under the speaking section of unit one orders the students to solve riddles in groups, the third exercise commands to discuss a case study in

groups. The activity under unit three also asks the learners to have a panel discussion, exercises two and three under unit six asks them to be in pairs and prepare a short dialogue and role play the dialogue in front of the class, the last unit of the textbook involves an activity which orders the students to prepare a short talk on a given topic. As it has been said earlier the rest of the units also include many similar activities which endorse pair/group work.

However, these pair/group works do not have variety. There are always repetitive activities such as “work in pair/group and answer or discuss the questions” in the textbook, which leads to students’ boredom. Additionally, students are required to work in pairs but after that, one of them is called to talk in front of the class while his or her partner is not, which means that not all students have chances to practice what they have discussed. As a result these activities would not be really efficient. Therefore, it can be concluded that even though there many pair/group work activities in the speaking sections of the textbook, yet they need some adjustments to fulfill the criterion of communicative tasks.

g) Regarding Whether the Task Includes Pre-Task, While-Task and Post-Task

According to the information from the literature, another characteristic of vital importance for successful performance of tasks is that the activity must include a pre-task, a while-task, and a post-task. Although we find different terminology, methodologists generally agree that a task must include an introduction, the task itself, and a follow-up.

As it can be seen from Table 6, only few activities in the textbook under the speaking sections have pre-task, while-task, and post-tasks stages. However, as it is mentioned in the literature part, a task or an activity is expected to have such stages. A pre-task stage introduces (familiarizes) the topic to the students by giving them brainstorming activities or some introductions/clues about the topic to the students. The while-task stage will help students to integrate various language skills and sub-skills. For example, while they are practicing some oral (speaking) activities, they will develop their vocabulary, grammar, fluency, pronunciation, etc. The post-task stage helps to identify the extent to which they have understood or achieved their goals or to follow up the achievement.

Example 11

Exercise 1(p.121): *In small groups of four to five, discuss the issues of local unfavorable practices and how to avoid these practices.*

The issues could be about:

- *practices imposed upon young boy and girls not to pursue their education.*
- *the likely causes of social discrimination against women.*
- *stigmatization of women.*

As we can observe from the above example, under the speaking section of unit eight, the students are asked to discuss the issues of local unfavorable practices and how to avoid them. But, there is no pre-task and post-task for these two exercises. There is no any clue which helps them in how to do the activities. It can be said that if they had involved such stages of tasks it would have made it easier for the students to do the activities easily.

However, there are some very few examples of activities having such stages. For instance, under the speaking section of unit seven, the activities have pre-task, while-task as well as post-task. It first brainstorms the students about "Giving Invitations" by asking them some questions, and then gives some clues about invitation. Then it asks them to do some questions concerning how to accept and decline an invitation. Finally, orders them to invite their partner using the pre-task (information given under pre-task stage) for follow up. Yet, such kind of activities is very limited in the textbook. So, such activities should be added to make it more communicative.

4.1.2.4 Aspects in Relation to Roles

As it has been mentioned in the literature part, role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as social and interpersonal relationship between the participants. Unlike the traditional pedagogy (e.g. drills and the like) which vest power in teacher, communicative tasks (such as role plays, problem-solving tasks and simulations) are expected to give much more control to the learner. In the former one the role of the teacher was restricted to manager of materials. In contrast to this, in the later one, the teacher is assigned to be catalyst, consultant or guide, leaving the entire task to learners.

Table 7: Roles of Learners and Teachers in the Speaking Activities in Grade 12 English Textbook

No.	Components of Communicative Tasks	Units	Occurrences of the Roles of Learners and Teachers in Each Unit
4	Roles of Learners	1	. Guessing answers to riddles . Interviewing their classmates on sports and pastime
		2	. Restating the main points made in the reading passage . Expressing their own views on the topic . Agreeing or disagreeing with someone's opinions . Answering job interview questions
		3	. Discussing an aspect of the topic (Ethiopian water resources) in groups and giving a presentation to class
		4	. Praising and complimenting someone . Congratulating someone
		5	. Exchanging information with each other . Asking for and giving directions
		6	. Exchanging information with each other . Asking for and giving directions
		7	. Giving and accepting or declining invitations
		8	. Discussing in groups (unfavorable treatment by exercised by surrounding people, how to avoid stigma/discrimination) . Presenting the consensus of their group discussion to the class
		9	. Discussing the social and economic impacts of HIV/AIDS in small groups . Presenting the results of their discussion to the class
5	Roles of Teachers	1	. Not stated both in textbook as well as in the syllabus
		2	. Not stated both in textbook as well as in the syllabus
		3	. Not stated both in textbook as well as in the syllabus
		4	. Not stated both in textbook as well as in the syllabus
		5	. Not stated both in textbook as well as in the syllabus
		6	. Not stated both in textbook as well as in the syllabus
		7	. Not stated both in textbook as well as in the syllabus
		8	. Not stated both in textbook as well as in the syllabus
		9	. Not stated both in textbook as well as in the syllabus

As it can be observed from the above table, in the students' textbook there is no any place in which the role of learners and teachers is explicitly stated. In the same fashion, the syllabus also does not involve the roles of learners. Moreover, as it has been mentioned previously, the textbook does not have a teacher guide which is supposed to contain roles of learners and teachers. Even, the roles of learners put in the above table are taken from the objectives of speaking activities in the syllabus, not from the textbook.

This shows that the textbook does not provide students and teachers with clearly stated roles which help them to carry out their tasks properly according to the predetermined goals. In other words, it does not provide them with opportunities so that they may be able to achieve what is expected from them in each lesson. So, since there are no similar rules and guidelines for teachers, different teachers might follow their own approaches in teaching the same activities (lessons). From this, it can be deduced that the textbook is not student-centered and does not meet the principles of CLT. In short, it can be said that the textbook does not fulfill the criteria of task design mentioned by the scholars in the literature part.

However, it is possible to envisage what the roles of learners look like from the objectives (goals) of speaking tasks as well as from the nature of the speaking tasks portrayed in the textbook. Accordingly, in the following part we will see what the roles of learners look like from the nature of the speaking activities, instructions, and objectives of the speaking activities portrayed in the textbook and from the syllabus of Grade 12 English.

4.1.2.4.1 Nature of the Speaking Tasks Regarding Roles

Regarding the roles of learners, the information in the Table 7 above reveals that a lion-share role is occupied by the learners in doing the tasks. In most of the activities they are required to work together primarily rather than with the teacher. Each classroom activity requires the cooperation and participation of every student. In short, starting from the very beginning of understanding the tasks to the final stage (discussing and presenting to the class) the students' contribution is paramount. This implies that the students are communicators. In other words, the nature of the activities invites learners to become negotiators, catalysts, and communicators of

the target language. Therefore, it can be deduced from this that the role of the learners relatively meets the principles of communicative language teaching.

In addition, it seems that most of the activities in the speaking sections of the textbook are carried out by the students. The students are expected to do each exercise under each unit of their course book. Most of the lessons under the speaking sections are set in the form of exercises, group discussions, role-plays, interviews, dialogues, solving problems, presentations and so on. In other words, the teaching method portrayed here does not invite the teacher to control the teaching-learning process. So, unlike the traditional way of teaching, there is no room for the teacher to be a sole provider of knowledge. From the above discussion, it is possible to say that students are, above all, communicators. They are expected to interact primarily with each other rather than with the teacher.

Since the nature of the activities by itself invites the learners to interact with each other, discuss on various issues, negotiate meaning and reach on consensus by themselves, the responsibility of the teacher will be limited to directing the active participation of the learners, facilitating and guiding the classroom situations rather than controlling and asking decisions on their learning process. For instance, under the speaking section of unit one, the students are asked to discuss a case study in their groups. When discussing this case study, the students are required to put language to a range of uses, to negotiate meaning, to draw on their own resources in order to reach a consensus. They are not supposed to passively wait for their teacher's response (spoon feeding). But, they can ask his/her help to guide, counsel or facilitate their discussion by showing them the better direction.

Again, under the speaking section of unit six, the students are asked to prepare a short dialogue on some topics (incidents) given in their book and role play the dialogue in front of the class. Here is the exercise:

Example 12

Exercise 3(p.88): *A. Prepare in pairs a short dialogue on any one of the following incidents whereby you express annoyance, dissatisfaction etc. You need to identify the person or institution you are complaining about, and the person you are complaining to.*

The possible incidents are:

1. An unfair school tuition fee.
2. A student who is always given a hard time in the class.
3. A problem with the school media service.
4. Poor facilities in the school.

B. Role play the dialogue in front of the class.

Similarly when doing this communicative task, the students are expected to actively participate and contribute a lot for the accomplishment of the task. From the above exercises, one can easily understand that the students are almost teaching themselves without waiting the whole provision of knowledge from the teacher. The teacher will have a little control over their learning. In such kind of communicative activities the students will develop the skills of confidence, self-direction, decision making, etc. They would also entertain their full freedom and exchange ideas with each other thereby practicing the principles of communicative language teaching.

However, since there is no teacher's guide for Grade 12 English, which is supposed to have clear roles of learners and teachers; it would be very difficult to recognize the students' roles explicitly. Teacher's guide plays a significant role in showing the roles of students as well as the roles of teachers. Moreover, the syllabus of Grade 12 English does not involve these roles. The above analysis is made by considering the nature of task given in the students' textbook. But, it would have been better if teachers guide were provided or roles of students and teachers were presented or given in the syllabus of Grade 12 English.

Therefore, since the roles of the students are not overtly demonstrated in the textbook, it would be possible to say that the textbook, regarding the roles of learners, does not fully realize the criteria of communicative tasks' design.

Similarly, it is possible to guess teachers' roles by looking at the nature of the activities given in the textbook. Most of the speaking tasks do not allow the teacher to control the class time. They

do not pave the way for him/her to have a controlling (major) role in teaching the speaking skill. As mentioned above, most of the activities are communicative by nature (like role play, problem solving, discussions dialogues, etc.) in which major role is expected to be played predominantly by the learners. Obviously, this criterion gets on well with one feature of CLT: “learner-centered learning”. Teachers only play the role of facilitators and supervisors while students are encouraged to talk most of the time allotted to speaking activities. To take one practical example, under the speaking section of unit four, the students are asked to study the situations given in groups and provide congratulations for each.

Example 13

Exercise 4 (51):

In pairs, identify practical situations with regard to food, academic performance, outstanding job done in the family, football player, writing neatly, saving a friend from a car accident, etc and decide on how to compliment and reply to the compliment. When you are ready, act out a dialogue for the class and discuss your performance with your teacher and classmates.

As we can observe, in this activity, a teacher has little or no role as the whole activity is engaged by the students. So, the teachers’ role could be simply showing directions to or guiding the students by telling them how to do the activities (e.g., by giving them expressions to be used in congratulations). Most of the speaking tasks in the textbook have similar nature. Therefore, it is likely to say that the tasks are somehow communicative since they limit the role of the teachers to facilitation, guidance and counseling the students.

To sum up, even though the roles of teachers and students are not explicitly stated for the absence of teacher’s guide and genuine syllabus for the textbook, the nature of the activities as well as the objectives of the goals of tasks presented in the textbook displays that the roles of teachers and students are somewhat appropriate in accordance with the principles of communicative language teaching. Nevertheless, the syllabubs should incorporate such roles in a full and clear manner. The teacher’s guide also should be provided to highly strengthen the textbook thereby promoting the teaching-learning process of the language as expected.

4.1.2.5 Aspects in Relation to Setting

As already mentioned in the literature part, setting denotes the classroom arrangement specified or implied in the task. In addition, it signifies the instructional setting where pedagogical conditions are treated. It suggested that the most effective and appropriate classroom organization is pair work and group work.

Table 8: The Setting of the Speaking Tasks in Grade 12 English Textbook

No.	Components of Communicative Tasks	Units	Occurrences of the Speaking Tasks' Setting in Each Unit
6	Setting	1	. Group work . Whole class work
		2	. Pair work . Group work
		3	. Group work . Whole class work
		4	. Individual work . Pair work . Group work
		5	. Pair work . Group work
		6	. Pair work . Group work
		7	. Individual work . Pair work
		8	. Group work . Whole class work
		9	. Individual work . Group work

As it can be clearly seen form the above table, most of the speaking tasks promote the use of pair/group work which is suggested as the most effective and appropriate classroom organization. The learners are encouraged to express their own ideas and opinions clearly and, confidently with their classmates. This implies that the learners can use the English language spontaneously and flexibly for oral communication in the classroom as well as in other situations. Therefore, it can be concluded that the settings of the oral communicative tasks presented in the students' textbook give opportunities for the students to learn and use the

language in a more natural and meaningful way thereby helping them to become autonomous learners.

4.1.2.6.1 Nature of the Speaking Tasks Regarding Setting

Table 9: Nature of the Setting of Activities in Grade 12 English Textbook

Units	Setting of Activities (Classroom Organization)				
	Number of Activities				
	Individual work activities	Pair work activities	Group work activities	Whole class work activities	Total
Unit 1	0	0	3	1	3 ⁵
Unit 2	0	2	2	2	6
Unit 3	0	0	1	1	2
Unit 4	2	1	3	0	6
Unit 5	0	1	0	0	2
Unit 6	0	3	0	0	3
Unit 7	3	2	1	0	7
Unit 8	0	0	1	1	1
Unit 9	1	0	1	0	2
Total	6	9	12	5	32*
%	18.8	28.1	37.5	15.6	100

NOTE: * The total number of the speaking activities is actually 29. However, there are some activities which involve more than one mode of classroom organization.

According to the information in the above table, the natures of the activities given in the textbook show that most of the tasks (activities) are suitable for the classroom setting. In other words, most of the activities are designed in such ways which allow the students to do them jointly in the classroom. In addition, the majority of the activities promote the use of pair/group work (i.e. 68.7%). On the other hand, the activities that endorse the use of individual work and

whole class work are restricted to 29.9% and 9.4% respectively. This shows that design of the activities in the textbook encourages the learners by providing an opportunity for learners to get exposure to the language that they can understand, gives them exposure to a range of language items and language functions and paves the way for them to work together. Therefore, it can be concluded that the nature of the speaking activities in the textbook encourages learners to do and practice the communicative tasks in cooperation rather than doing it individually or leaving the control for their teacher.

Example 14

Exercise 3 (p.9): *Discuss the following case in your groups. Someone form the group will present what you have discussed to the whole class.*

Case study: *During a general fitness section at a health and fitness club the instructor sees a participant who first looks unsteady on his feet and then falls over. The instructor, a trained fist aider, assesses the situation. The class is immediately asked to stop, to avoid any further accidents, and a reliable member of the class is sent to get assistance. The fallen participant quickly awakes and it is discovered that shortly before exercise he had fainted. He is now complaining of a pain in his arm where he must have fallen. The instructor makes sure the person the person and his arm are supported and his legs are raised above his head to allow blood to return to his head.*

- 1. What further action does the instructor need to take?**
- 2. What type of report should be completed if it is discovered that the arm is broken? List the details that should go in it.**

From the above example, it is possible to understand that the students are expected to do the activities together and present it in the class. In this activity, the direction is read as “*Discuss the following case in your groups. Some one form the group will present what you have discussed to the whole class.*” (See appendix C). Here the students will discuss the case study in groups. Then, they will select their representative to present their discussion to the class. From this example, one can understand that the nature of the activities entails that the setting is suited for the classroom.

Likewise, almost all the speaking activities in the textbook are designed in the way that enables the learners to carry out them cooperatively and collaboratively. This can help the students by

providing them an opportunity to get exposure to a range of language items and language functions that they can understand. On top of this, group work activities enable students to practice some of social skills like self confidence, tolerance, listening to each other, giving and respecting opinions/ideas, decision making, conflict management, etc by involving learners in different roles in the pairs/groups. It also allows learners to develop fluency in the use of language features that they have learned.

Example 15

Exercise (p. 147):

Work with your group and prepare a short talk on the following topic. The social and economic impacts of HIV/AIDS.

The above example also shows that the nature of the activities is suitable for the use of pair/group work. The exercise given as typical example in the above box is designed in way which encourages students to carry out the tasks in cooperation. This indicates that the nature of the activities promote the use of pair/group work.

Moreover, as it has been mentioned earlier, most of the tasks can take place in the students' real life oral interaction. For instance, making dialogues, solving puzzles, group discussions, etc. are possible to occur in their daily life situations. It can be deduced from this that the setting of the speaking tasks encourages learners to develop their oral proficiency both inside and outside the classroom. This shows that the setting of the speaking tasks in the textbook convincingly fulfills the criteria of communicative tasks suggested by the scholars.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This study has analyzed the extent to which the nature and design of the speaking activities (tasks) in Grade 12 students textbook promote speaking skill. In order to evaluate these activities, this research paper used Nunan's (1989) framework which considers the components of communicative tasks (goals, contents as input, activities, roles of students, roles of teachers and setting) as well as the checklist for evaluating tasks.

As the overall findings of the study revealed, the speaking activities do not qualify most of the relevant criteria stated in the checklist which students require in order to take part orally. Thus, based on the findings of the study the following conclusions are made.

- Even though the goals of oral communicative activities in the course book meet the needs and interests of learners, some of them are not explicitly stated while others are totally unstated.
- The contents as input are familiar to the students. They also meet the needs and interests of the students. However, they do not give sufficient information to the students due to lack of adequate authentic materials.
- The activities meet the principles of meaningfulness, real-worldness, purposefulness, and communicative (interactive) power. They also promote the use of pair/group work. However, they lack variety and authenticity.
- The roles of learners and teachers are not explicitly stated in the textbook as well as in the syllabus. Furthermore, a teacher guide is not provided for the students' textbook.
- The nature of the activities implies that much more control is given to the learner while the teacher is assigned to be catalyst, consultant or guide, leaving the entire task to the learner. However, these roles are not explicitly stated in the textbook as well as the syllabus.

- Most of the speaking tasks are suitable for the classroom setting. The settings of the activities also promote the use of pair/group work.
- Since the tasks (activities) which are depicted in the textbook lack variety and use of authentic materials (illustrations), they lack motivational values.

5.2 Recommendations

Based on the findings of study, the researcher of this study feels that there is a need to revisit the speaking activities (tasks) in the textbook. Therefore, the following recommendations have been made.

- Textbook writers should consider incorporating the six basic components of communicative tasks in the students' textbooks and make sure that there are a variety of speaking tasks in the textbook. They also have to maximize students' interaction by adding a pleasing feature in the activities.
- Material developers have to assess the interest of students for selection of speaking activities and the topics on which to base these activities. Furthermore, they should include speaking tasks which are interesting and can motivate learners.
- Teacher guide plays a significant role in showing the roles of learners and teachers as well as in facilitating the implementation of the activities. So, it should be provided for the teachers.
- Teachers should try to modify the speaking tasks in the way that they stimulate the students' needs and interests.
- Students should be clearly informed of the roles that they are expected to play and strategies of developing learners' autonomy during oral interaction.
- Further research should be done in the area of ELT text evaluation with regard to other language skills (such as reading and listening).

BIBLIOGRAPHY

- Allwright, R.L. (1999). What Do We Want Teaching Material For? In R. Rosser and R. Bolitho (eds.). **Currents in Language Teaching**. Oxford : Oxford University Press.
- Atkins, J. Hailom B. and Nuru M. (1995). **Skills Development Methodology. Part I**. Addis Ababa: Addis Ababa University Printing Press.
- Breen, M. (1997). Learner Contributions to Task Design. In C. Candlin and D. Murphy (Eds) **Language Learning Tasks**. Englewood Cliffs, NJ: Prentice-Hall.
- Brown, G. and Yule, G. (1983). **Teaching the Spoken Language**. Cambridge: Cambridge University Press.
- _____. (1994). **Teaching by Principles: An Interactive Approach to Language Teaching**. (3rd Edition). Englewood Cliffs: Prentice Hall Regents.
- Bygate, M. (1987). **Speaking**. Oxford: Oxford University Press.
- Byrne, D. (1976). **Teaching Oral English**. London: Longman.
- Cunningsworth, A. (1984). **Evaluating and Selecting EFL Teaching Material**: London: Hineman.
- _____. (1995). **Choosing Your Course Book**. London: Hineman..
- Dickinson, L. (1987) **Self-instruction in Language Teaching**. Cambridge.
- Ellis, R. (2003). **Task-Based Language Learning and Teaching**. Oxford: Oxford University Press.
- _____. (1999). **Understanding Second Language Acquisition**. Shanghai: Shanghai Foreign Language Education Press.
- Estaire, S. and J. Zanon. (1994). **Planning Class work: A Task-Based Approach**. Oxford: Macmillan Heinemann.
- Girma Gezahegn. (2005). "A Study of Secondary School English Language Teachers Implementation of Methodological Innovation: The Teaching of Grammar in Focus." (Unpublished PhD Thesis). Addis Ababa: Addis Ababa University.

- Hailu Abraha. (2008). "A Study on the English for Ethiopia Grade 11 Students' Books: The Case of Weldu Nugus Secondary School– Quiha." (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Halliday, M.A.K. (1975). **Learning How to Mean**. London: Edward Arnold.
- Harmer, J. (1991). **The Practice of English Language Teaching**. (New Edition). New York: Longman Group UK Ltd.
- Hutchinson, T. and Torres, E. (1994). "The Textbook as Agent of Change." **ELT Journal** 48/4:315-327.
- Johnson, K. (1996). **Language Teaching and Skill Learning**. Oxford: Blackwell.
- Krashen, S. D. (1985). **The Input Hypothesis: Issues and Implications**. London: Longman.
- _____. (1987). **Principles and Practice in Second Language Acquisition**. Oxford: Oxford University Press.
- Littlewood, W. (1981). **Communicative Language Teaching: An Introduction**. Cambridge: Cambridge University Press.
- Long, M. H. (1985). A Role for Instruction in Second Language Acquisition: Task-based Language Training. In K. Hytlenstam & M. Pienemann (Eds.), **Modeling and Assessing Second Language Acquisition**. Clevedon Avon England: Multilingual Matters.
- McDonough, J. and C, Shaw (1993). **Materials and Methods in ELT**. Oxford: Blackwell.
- Mekasha Kasaye .(2005). "An Exploration of the Task Design Procedures of EFL Teachers in Ethiopia." . (Unpublished PhD Thesis). Addis Ababa: Addis Ababa University.
- MoE (2006). **English for Ethiopia Grade 12. Students' Textbook**. Addis Ababa: KIPewce.
- _____. **English Language Syllabus for Grade 12**(Document).
- Mohammed Yibre. (2008). "An Analysis of the Structure of Group Writing Activities in Grade 11 English Textbook". (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.

- Nunan, D. (1989). **Designing Tasks for the Communicative Classroom**. Cambridge: Cambridge University Press.
- _____. (1991). **Language Teaching Methodology: A Textbook for Teachers**. London: Prentice Hall.
- _____. (1999). **Second Language Teaching and Learning**. Boston: Heinle & Heinle Publishers.
- Prabhu, N. (1987). **Second Language Pedagogy: A Perspective**. Oxford: Oxford University Press.
- Richards, J. and Rodgers, T. (1986). **Approaches and Methods in Language Teaching: Description and Analysis**. Cambridge: Cambridge University Press.
- _____. (2001). **Approaches and Methods in Language Teaching**. Cambridge: Cambridge University Press.
- Richards, J. C. (1990). **The Language Teaching Matrix**. Cambridge: Cambridge University Press.
- Richards, J. C., Platt, J., & Weber, H. (1985). **Longman Dictionary of Applied Linguistics**. London: Longman.
- Seifu Woldyohannes. (2005). "A Study of Group Activities in 'English For Ethiopia Grade Nine' in Promoting Cooperative Learning: Speaking Skills in Focus". (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Seligson, P. (1997). **Helping Students to Speak**. London: Richmond Publishing.
- Sheldon, L. (1988). 'Evaluating ELT Textbooks and Materials,' **ELT Journal**. 42/4:53-56.
- Stern, H. (1992). **Issues and Options in Language Teaching**. . Oxford: Oxford University Press.
- _____. (1983). **Fundamental Concepts of Language Teaching**. Oxford: Oxford University Press.

- Stryker, S. and B. Leaver, Editors (1997). **Content Based Instruction in Foreign Language Education: Models and Methods**. Washington, D.C.: Georgetown University Press.
- Tadele Mamo (2008). "An Evaluation of the Design and Implementation of Grammar Practice Activities/Exercises in Grade 9". (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Tiglu Geza (2008). "The Study of the Appropriateness of Communicative Grammar Teaching at Grade 10." (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.
- Tomilson, B (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- Ur, P. (1996). **A Course in Language Teaching: Practice and Theory**. Cambridge: Cambridge University Press.
- Widdowson, H.G. (1987). **Teaching Language as Communication**. Oxford: Oxford University Press.
- Willis D. and J. Willis. (1987). 'Varied Activities for Variable Language'. **ELT Journal**. 41/1:12-18.
- Willis, J. (1996). **A Framework for Task-based Learning**. London: Longman.
- Wondwosen. T. (2008). "An Assessment of the Oral Group Lessons in 'English for Ethiopia Grade Seven' in Promoting Cooperative Learning". (Unpublished MA Thesis). Addis Ababa: Addis Ababa University.

APPENDICES

Appendix A: A Checklist for Evaluating Communicative Tasks

1. Goals

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

2. Input

- What form does the input take?
- Is it authentic?
- If not, are they appropriate to the goals of the task?

3. Activities

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

4. Roles and Settings

- What learner and teacher roles are inherent in the task?
- Are they appropriate?
- What levels of complexity are there in the classroom organization implicit in the task?
- Is the setting confined to the classroom?

(Adopted from Nunan (1989))

Appendix B: A Checklist for Evaluating the Nature of Speaking Tasks (Activities)

- a. The task has to be motivating
- b. The task has to address the students' needs
- c. The task has to be meaningful to the students
- d. The task must elicit real communication
- e. The tasks must have a purpose that goes beyond a classroom exercise
- f. The task should preferably be for pair or group work
- g. The texts in tasks should be authentic
- h. The task must include a pre-task, a while-task, and a post-task

Slightly Adapted from Nunan (1989)

Appendix C: The speaking Activities in Grade 12 English Textbook

ENGLISH

Student Text Grade 12

Revised Edition

Revised by:

**Gessesse Tadesse
Guta Kedida**

Edited by:

Belainesh Wubeshet

Reviewed by:

**Judith Altshul
Abera Lakew**

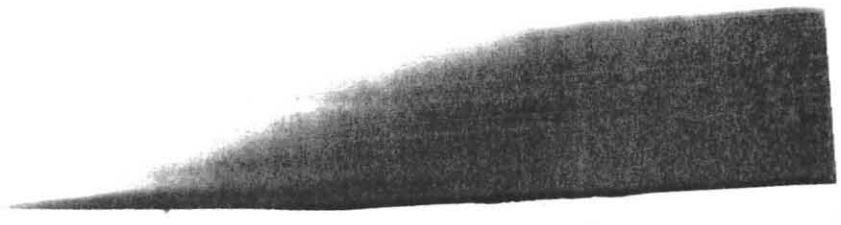
**Curaz International Publisher and Educational Works Consultant
Enterprise, 2006
Addis Ababa**

UNIT ONE

SPORTS AND PASTIMES

Objectives: In this unit, you will:

- read a text and understand the main ideas;
- guess the meaning of new words using contextual clues;
- use reciprocal and reflexive verbs correctly in your speech and writing;
- give solutions to problems;
- listen to a passage and take notes;
- write rules and regulations using the simple present tense;
- write a report;
- write a personal letter.



Section 4: Speaking

Exercise 1: Thinking activities

Solve the following riddles in groups. Remember that a riddle is a verbal puzzle or test

1. a flock of sheep
on a red hill
here they go, there they go
now they stand still
2. My first is an apple and also in pear,
My second's in desperate and also in dare,
My third is in sparrow and also in lark,

My fourth is in cashier and also in clerk,
My fifth is in seven and also in ten,
My whole is a blessing for women and men,
Who am I?

Exercise 2: *Do you know any riddles in your first language? Collect them in groups and translate them into English. Then ask your friends to solve these riddles.*

Exercise 3: *Discuss the following case in your groups. Some one from the group will present what you have discussed to the whole class.*

Case Study: During a general fitness session at a health and fitness club the instructor sees a participant who first looks unsteady on his feet and then falls over. The instructor, a trained first aider, assesses the situation. The class is immediately asked to stop, to avoid any further accidents, and a reliable member of the class is sent to get assistance. The fallen participant quickly awakes and it is discovered that shortly before exercising he had fainted. He is now complaining of a pain in his arm where he must have fallen. The instructor makes sure the person and his arm are supported and his legs are raised above his head to allow blood to return to his head.

- 1 What further action does the instructor need to take?
- 2 What type of report should be completed if it is discovered that the arm is broken? List the details that should go in it.

UNIT TWO

THE EFFICIENCY OF THE LABOUR FORCE

Objectives: In this unit, you will:

- infer the meanings of unknown words by using contextual clues and knowledge of word formation;
- agree or disagree with someone's opinion and support your own views;
- express your ideas on the contribution of the labour force towards development in your own words;
- use impersonal subjects correctly;
- use link verbs in your own speaking and writing;
- write a formal letter of application;
- write a CV.

killer

the

Section 4: Speaking

Expressing Opinion: agreeing, disagreeing and summing up.

In oral/ spoken English, you can show your position about an issue or the case in point by way of expressing your agreement or disagreement. When you agree with someone on something, it means that you accept the points of view of the speech or opinion of someone you are dealing with. Disagreement, on the other hand, is rejection. These can both be expressed in several different ways.

a) Agreeing and Disagreeing

Reading an article requires a reaction from the reader. He or she should express his/her agreement (likes) or disagreement (dislikes). In this connection, you should express your reaction towards the article you've just read, 'The Quality of the Labour Force', providing sound reasons.

Read the following sample dialogue showing the position of the writers/ readers with regard to the author's opinion about education.

Examples

Asnake: What's your opinion about the points on education the author has raised in his article?

Belainesh: I absolutely agree with the author that education is the key to success. The labour force of a country should be given adequate training if productivity is desired.

Asnake: I'm afraid I only partially agree with the author's point of view. The author should have made a fine distinction between whether education or training is required for the labourers that he is writing about.

Belainesh: Yes, I'm inclined to agree with you. Perhaps the concept of education has been confused with training.

Asnake: Thank you for your opinion.

Belainesh: You're welcome. Good bye.

Exercise 1: *Now in pairs discuss the views reflected in the passage you've read in three ways.*

- Agreement
- Partial agreement
- Disagreement

Agreement

I totally agree with

I fully/ completely agree that ...

I'm in total agreement with you/him/her that ...

Partial agreement

Up to a point/ To certain extent ...

You may have something there but ...

That may be so, but ...

I'm inclined to agree that ...

Disagreement

(I'm afraid) I can't agree with you.

I don't completely agree with you.

I really can't accept that.

Exercise 2: *In pairs, now discuss one of the following propositions and exchange views to persuade each other.*

1. Traffic accident are largely caused by the negligence of drivers.
2. My mother is always advising me to get married before the age of 25.

b) Summing up

In this part, you are expected to read the passage once again to take the main points or issues that the author has forwarded. Summing up a text would mean drawing the points together and presenting it in a few sentences.

In a text like the one you have read, the best way to sum up is to do it first paragraph by a paragraph; then the summaries of each paragraph could be properly linked to give a complete whole.

Exercise 3: *In groups of four, summarize the text you've read in this unit and present it to the class.*

Exercise 4: *Identify a topic of interest in a newspaper or magazine in groups of three students and sum it up. Then, present the summary of what you have read orally to the class.*

UNIT THREE

ETHIOPIAN WATER RESOURCES

Objectives: In this unit, you will:

- guess the meanings of new words;
- check the meanings, pronunciation and spelling of words in a dictionary;
- read and identify details and main points
- answer comprehension questions;
- use modal verbs to predict and give advice and to express duty and necessity;
- write a report

Section 5: Speaking

Panel Discussion

Exercise 1: *You are going to have a panel discussion on the following topic: Water Resources in Ethiopia. In the panel discussion, you will cover the situation, the problem and all the possible solutions regarding water resources in Ethiopia. To help you generate good ideas, discuss the following questions in your group first. Choose someone from the group who will note down the important points raised in the discussion. She/he will represent the group in the panel discussion which will be held in the next period*

Water Resources in Ethiopia

1. What percentage of the water resources in Ethiopia has been utilized, and how are they utilized?
2. What are the factors/problems which have hindered Ethiopia from using its water resources effectively to alleviate the problem of poverty?
3. How can these problems be overcome? What kind of improved water resource management policies and practices would you suggest?

UNIT FOUR

THE ENGLISH LANGUAGE

Objectives: In this unit, you will:

- Read a text to justify learning English;
- answer comprehension questions;
- write a summary of the main ideas of the text;
- learn and use many 'new' words and expressions;
- give praise and compliments;
- use modal verbs both in speaking and writing to express intentions, habits and ability;
- develop your ability in note taking.

Introduction

English is called an 'international language', as it is used by great many speakers in all parts of the world. In some countries like UK, USA, New Zealand, Jamaica etc... English is spoken as the mother tongue of the majority of the population. In countries like Canada, Uganda, Nigeria, Ghana, etc. it shares that status with another language or has attained the position of an official language. It is also learnt as a second language in schools by most students in virtually all countries, including Ethiopia.

In this unit you are going to discuss issues related to the position of English Language throughout the world and its role in communication in science and technology.

Section 1: Speaking

Praising/Complimenting

When you hear your teacher speak English more fluently than any other teachers in your school you are surprised and may dare ask how she/he learnt to speak it in such a fluent way. You also appreciate the way she/he speaks. The secret behind it is, however, simply to practise speaking both in school with other

students and with your friends outside the school compound. Dialogues like this can help you develop your speaking skill.

Look at the following dialogue between a student and his/her teacher. Find the praising/ complimenting expressions and the responses given to these expressions.

Student: You can really speak English like a native.

You must be proud of your fluency.

Teacher: I am glad you like the way I speak English.

My parents took me to England when I was 3 and I stayed there until I was 18.

Student: I see

Teacher: But your English is not bad at all.

You can communicate without difficulty.

Student: Can I? I am happy to hear that, thank you.

Teacher: You see there are other ways to improve your spoken English. One way is to learn enough English for communication purposes. The second is to speak it confidently without worrying too much about making mistakes.

Student: I really appreciate your encouragement, teacher.

Teacher: Don't mention it. I am only doing my duty as a teacher.

Have you found all the praising/complimenting expressions and the responses to them right? Discuss them with your teacher for better understanding and clarity.

A. Praising and Complimenting

Compliments express approval, and their main purpose is to show that you like some aspect of the other person's appearance, possessions, work or ideas/opinions. They are expressions of reassurance indicating that a person's opinion, taste, appearance, etc. is appreciated by other people.

i. You can give compliments for example:

- a. by saying something nice about a particular object,
- b. by asking how the person made it or where it was bought,
- c. by asking for another look or another serving, if it is food.

Exercise 1: *Study the short dialogues below and identify the category they belong to (a, b or c).*

1. Ali: That's a beautiful dress you have on.
Zebiba: Oh, thank you I just got it yesterday.
2. Genet: I just love your hair that way! Did you do it yourself?
Senait: Oh, thanks. Yes, I did. Isn't yours a new style, too?
Genet: Yes, it is. Do you like it like this?
3. Friend: That was a great dinner. You must have spent all day cooking.
You: Thanks. But it really only took an hour.
4. Tekele: Wow, this is really a nice place!
Tigist: Thanks. I'm glad you like it.

ii. Replying to compliment

There are three ways of replying to **compliment**

- a. accepting the compliment
- b. rejecting it.
- c. giving the other person a **similar** compliment.

Exercise 2: *Study the phrases under each heading. Then practise saying them in the situations that follow.*

Compliment	Response
I would like to compliment you on -----	Thank you, It's nice of you to say so.
I would like to compliment you on -----	It's nice to hear that from someone with your experience
I think your (hair) is very nice	Thank you, but it really isn't anything special.
I just love your -----	Thank you. But yours is even nicer.
The (chicken) is delicious	I'm glad you like it
That's neat!/ nice/ pretty/ good	Thanks

Based on the clues you have just read and discussed, complete the following dialogues in pairs. Then play the roles of A and B, and Tewodros and Sami.

Situation 1

A: That's a great sweater.

B: _____

Situation 2

A: Hi, Tamirat, are those new _____?

B: _____

A: _____

B: _____

Situation 3

A: Well, thank you for the _____

B: _____

A: Yes, I really _____

B: _____

Situation 4

A: _____

B: Oh, thanks. I just lost a hundred birr note.

A: _____

B: _____

Situation 5

Tewodros: Good morning, Sami

Sami: _____

Tewodros: _____

Sami: Well thank you, Tewodros. But I was just doing my job

Tewodros: Yes, and we're proud of you Sami

Sami: _____

Exercise 3: *There are other expressions in common use among teachers orally praising learners young or old. In groups discuss the different expressions that your teachers use to praise you, the students (learners).*

Exercise 4: *In pairs, identify practical situations with regard to food, academic performance outstanding job done in the family, football player, writing neatly, saving a friend from car accident, etc and decide on how to compliment and reply to the compliment. When you are ready, act out a dialogue for the class and discuss your performance with your teacher and classmates. You can use the expressions suggested in Exercise 3 if you want to.*

B. Congratulating

You congratulate someone on his/her achievements, on a good performance or good opportunity he/she has obtained. Congratulations are an indication that a person is pleased about something special that has happened to another person.

Exercise 5: *Study the following short dialogues and give responses to the following ones. Then discuss the responses in groups*

1. A: Congratulations! You swam very well
B: Thank you. You did, too
2. A: Congratulations! You have a son
B: _____
3. A: Congratulations to all of you graduating from grade 12.
B: _____

Exercise 6: *In groups, study the situations identified below and provide congratulations for each. You can do this either by taking turns orally or by writing your sentences and then sharing them with the class. Use expressions such as 'I would like to congratulate you on.... May I offer you my congratulations on.... You deserve to be congratulated or*

UNIT FIVE

TRAVEL AND TOURISM

Objectives: In this unit, you will:

- evaluate a text about tourism and travel;
- draw logical conclusions from first listening to and then reading the text;
- learn and use some new words and expressions;
- use common verbs with nouns for actions;
- communicate or exchange information using formal and informal letters.

e

e

,

s

d

e

u

e

i

s

Situations

1. Your sister is graduating from her university.
2. Your father has obtained a promotion.
3. A neighbour is getting married.
4. A friend has won a prize in the lottery.
5. Your uncle has bought a new model car.
6. A classmate has won a scholarship abroad.
7. A friend is placed first among all grade 12 sections in your school.

in
her
ns.
her

and
o a

1 of

but
ges,
as a
cen.
d to

ouris

urism

hear 001

in mar

ave th

hos

Section 2: Speaking

Asking for and Giving Directions

This section provides the students with practice in asking for and giving information about the location of buildings in a town or a city. If you need information about a place in a town or city, especially if you are a stranger, travelling on foot or in a private car, you may have to ask someone you meet. The chance of your obtaining accurate information depends on the proper use of standard expressions appropriate to this situation.

Exercise 1: *The following short dialogues illustrate how you can do it. Study the dialogue and practice role-playing with a classmate. Then discuss the differences in the use of the expressions in these dialogues.*

Dialogue A

Rosemary: Excuse me, can you tell me the way to the Imperial Hotel?

Aster: The Imperial Hotel? Let me see. Oh, Yes: Go straight along this road. Take the first turning to the right and the second left. You will see a tall building on the left, you can't miss it.

Rosemary: Thanks.

Aster: You're welcome.

Dialogue B

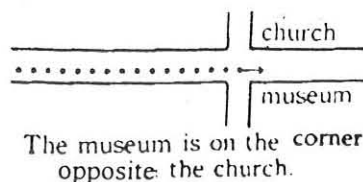
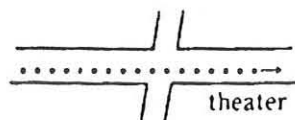
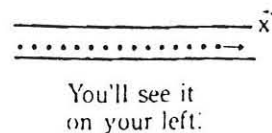
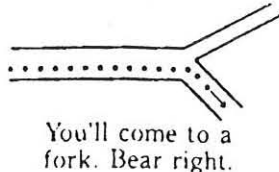
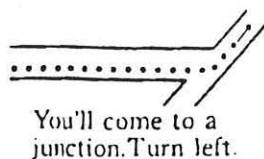
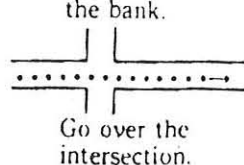
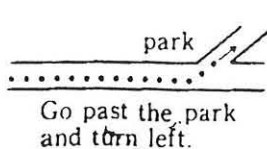
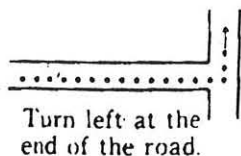
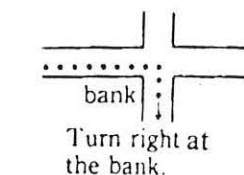
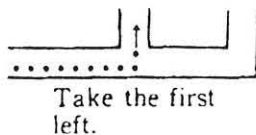
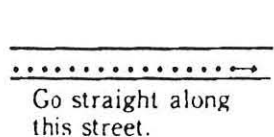
Mr. Mathew: Excuse me, sir, can you tell me the way to the Addis Ababa Education, Office please?

Ayalew: The Addis Ababa, Education Office? No, sorry. I am a stranger here myself.

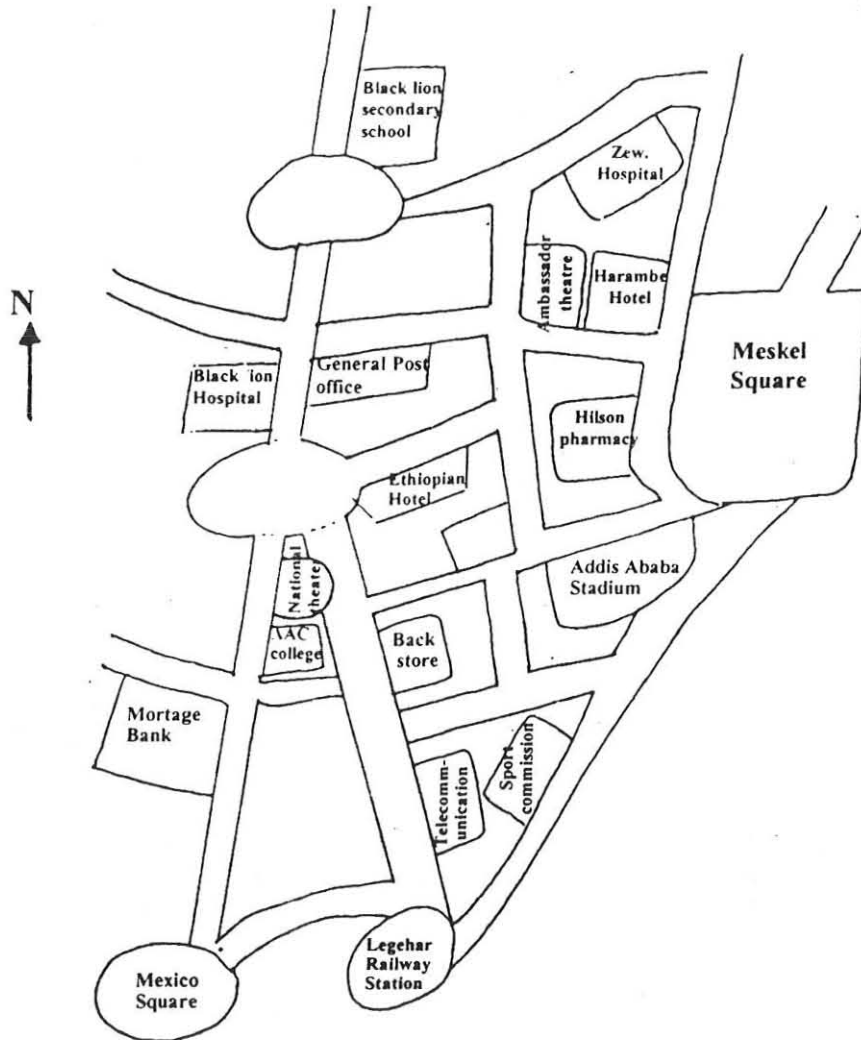
Mr-Mathew: Thanks anyway.

Ayalew: You're welcome.

The following sketch and the accompanying sentences illustrate standard expressions for giving information in English, you need to study and practise them.



Exercise 2: Look at the city map of Addis Ababa and ask your friend to give directions to places shown on the map. Assume that you are at a place on the map-you agree with your friend.



Exercise 3: Tourists and Guides

When tourists visit a country, they often employ a guide to take them around and provide them with the necessary information. Imagine that a group of tourists is visiting Ethiopia. What sort of information would a good guide give them about the following tourist sites in the country in order to make them enjoy their visit,

- | | |
|----------------------------|------------|
| a) The Awash National Park | d) Sofumar |
| b) Axum | e) Gondar |
| c) Lalibela | |

UNIT SIX

TAXATION

Objective: In this unit you will:

- Enhance your listening skills;
- analyze texts critically and relate them to your situation;
- learn and use new words and expressions;
- express your feelings of satisfaction, annoyance, dissatisfaction about taxation practices;
- take notes from discussions and talks;
- understand how meaning changes as grammar/structure changes;
- emphasize and intensify ideas in your spoken and written English.

Section 2: Speaking

Making a Complaint

Making a complaint is telling someone that you are annoyed, unhappy or dissatisfied about something or somebody else. People complain about many things in life; and among these are complaints about recently purchased defective objects, poor services offered at work places, inadequate facilities at a school library, scarcity of public transportation, unfair payments for education, taxes, services and many more.

The main purpose of this part of the unit is hence to introduce you to ways in which complaints can be expressed.

In this connection, assume that you are a business person and you are supposed to go to the Internal Revenue Office and pay taxes. However you know that someone has arranged tax exemption for your business for the grace period of your fresh investment activities. The tax collector, however, hands you a tax bill and requests you to pay a large sum of money. Your response about the exemption from the tax annoys him and he starts complaining.

Read the short script below as a sample dialogue based on the above scenario.

Tax collector: Have you paid tax for your company?

Company owner: No, I haven't.

Tax collector: Why not?

Company owner: Because I am exempted from paying my tax for 5 years.

Tax collector: (angrily) How could you be exempted?

Company owner: Because I am registered as tax free investor for a grace period which is 5 years.

Tax collector: (really annoyed by now) You should have said so in the first place!

Exercise 1

Assume that you are a tax payer for your enterprise and have already learnt the amount you should currently pay. When you received the coupon from the tax collector, you saw that your tax bill was for a figure a lot higher than the amount you were told earlier. How annoying an incident is it? However, you soon realised that the bill was prepared for another person with the same first name as of yours. Then you went back to the tax collector and expressed your dissatisfaction, complaining that the bill was meant for somebody else with the same first name. The tax collector showed indifference and insisted on your paying the bill instead. *Read about the incident described in the following dialogue.*

Tax payer: Excuse me; I think there is a mistake in my bill. I don't have to pay this amount

Tax collector: I'm sorry, Sir. Here's the copy of the bill. It has got your name on it and is duly signed and authorized by the Division Head of our organization

Tax payer: But that's not my name. Perhaps you might have given me another tax payer's bill by mistake. I'd like to speak to the Division Head.

Tax collector: I'm sorry the Division Head is busy. You may take an appointment for another day, perhaps tomorrow.

Tax payer: Never mind, I will talk to the secretary to arrange a date to meet the Head of the Division.

(The complaints of the Tax payer should continue on the following day. Assume that he is standing in front of the Division Head still with the wrong tax bill in his hand.)

Discuss the scenario in pairs and then produce a short dialogue in which you express your complaints about the mistake in the bill. You may complete the subsequent part of the dialogue using the clues below.

The Division Head (DH): You have a complaint to make about your bill, am I right?

Tax Payer (TP): Yes, I'm afraid there is a _____.

DH: But this looks like _____.

TP: (Rejects) _____.

DH: (Analyzes the bill, admits mistakes and apologizes for it) _____.

Exercise 2: *In pairs play the roles of a receptionist and a guest who complains about the poor facilities of the hotel in which he is lodging.*

Example: Guest: Excuse me

Receptionist: Yes, can I help you?

Guest: I'm in room 28. I'm afraid the telephone isn't working, the window's broken, and it's too noisy. Have you got another room?

Receptionist: Let me see, Yes, you can have room 21.

Now make up your own conversation

Exercise 3

a) *Prepare in pairs a short dialogue on any one of the following incidents where by you express annoyance, dissatisfaction etc. You need to identify the person or institution you are complaining about, and the person you are complaining to.*

The possible incidents are:

- 1) An unfair school tuition fee.
- 2) A student who is always given a hard time in the class.
- 3) A problem with the school media service.
- 4) Poor facilities in the school.

b) *Role play the dialogue in front of the class*

UNIT SEVEN

AGRICULTURE AND RURAL DEVELOPMENT

Objectives: In this unit, you will:

- read and identify general and specific information;
- read a text critically to understand the purposes and intentions of the writer;
- guess meanings of words from contexts;
- write a composition from notes.

red
ith
em

's.
ral

ith
as
ith
ian

Section 4: Speaking

Giving, Accepting or Declining Invitations

A. Giving Invitations

1. What do you usually say when you want to invite someone to do something?
2. When do you give formal invitations and informal invitations?

When invitations are made orally, it is common to ask the person to be invited if she/ he is available or if she/he has time.

Examples

- Are you doing anything on Saturday?
- Do you have anything on next week?
- Have you got any plans for the weekend?
- Do you have time for a coffee break/ chat?
- Let's have a coffee after class.

Exercise 1: *Can you add some more expressions?*

Invitations can be made in several ways. If you are giving the invitation to someone who is older than you, higher in position, status or rank, or when there is distance between you and the person, the invitation has to be formal.

Examples

- I'd like to invite you to dinner, Ato Akalu.
- May I invite you to my house?
- Would you like to come to my birthday party?

You can be informal with a relative or a friend, or with a person with whom you have a very close relationship.

Examples

- Can you come to my birthday party on Saturday?
- Do you want to come to the cinema tonight?
- Do you feel like eating out in a restaurant?
- How about going out for dinner together tomorrow?

Exercise 2: Give Examples of formal or informal invitations as appropriate in the following situations.

Situation	Formal invitation	Informal invitation
a. Invite a friend to tea		
b. Invite your boss to your daughter's birthday party		
c. Invite your classmate to the cinema		
d. Invite your sister to play cards with you		
e. Invite your boy/girl friend or wife/husband for a walk in the forest		
f. Invite your teacher to a graduation party		
g. Invite the parents of your friend to dinner in your house		

B. Accepting and Declining an Invitation

People can accept or decline (refuse) invitations.

Look at the following ways of accepting an invitation.

1. A: I'd like to invite you to lunch.

B: Thank you, I'd be glad to, I'd love to come.

Thank you, I'd like that.

2. A: I wondered if you'd come to my graduation ceremony on Saturday.

B: That is very kind of you, I'd love to come.

In informal situations; the following responses can be used

1. A: Can you come to the cinema with me?

B: Thanks, I'd love to.

Thanks, I'd like to.

2. A: How about going to the stadium?

B: Thanks, that sounds great.

What a good idea!

3. A: Do you feel like going to the theatre?

B: Ok/All right

In declining (refusing) an invitation, it is common to give a reason or make an apology.

Look at the examples

A: I'd like to invite you to lunch.

B: I'm sorry but I have to go home now.

That is very kind of you, but my wife is expecting me to be home early.

A: Can you come to my birthday party on Friday?

B: Oh I'm afraid I can't come on Friday. I am going to Nazareth.

Exercise 3: *Can you give some more apologies or reasons for refusing. Observe the following ways of declining invitations*

A: Do you have a programme/anything on Tuesday evening? I'd like to invite you to dinner at my home?

B: Oh, I'm sorry, my younger sister is coming from Gondar on Tuesday.

A: What about Thursday?

B: That'd be fine, I think.

A: Where shall we meet then?

B: At the bus stop.

A: What time shall we meet?

B: Shall we say 5:30?

A: That sounds fine, I'll look forward to it.

Exercise 4: *Take turns to invite your partner to the following occasions. Your partner can either refuse or accept the invitation, Try to use as valid expressions as you can.*

occasion	place	time and day
tea	tea house	3:00 o'clock Saturday afternoon
movie	gymnasium	4:00 o'clock Saturday afternoon
a talk/a chat	my house	

Exercise 5: *The following expressions are not grammatically acceptable, can you make them acceptable?*

1. I'd like to invite you coffee.
2. Dad, would you be interested to playing chess with me?
3. I can't come today, my friend has invited me his birthday party.
4. What about to drinking coffee together in the students lounge?
5. I'd love to coming with you, but I'm afraid to say no.

Exercise 6: *Complete the following and practise it with a partner*

A: _____

B: No, I don't have anything to do, but why?

A: _____

A: Can you come to the cinema tomorrow?

B: I'm afraid, I can't come tomorrow, because I have an assignment to finish for Wednesday.

A: _____

B: That sounds OK. I'm free on Saturday.

A: _____

B: OK. I'll look forward to it.

Exercise 7: *In the following situations, make short conversations paying particular attention to the use of acceptable language.*

1. Goshu invites his boss, Akalu, and his wife to lunch next Sunday.
Ato Akalu and his wife will not be in town next Sunday.

2. Elfinesh invites a friend of hers, Tseganesh, to her house at the week-end.
Tseganesh has an appointment with her boyfriend at the weekend.
Elifensh suggests another time.
This time Tseganesh accepts the invitation.

ng
in
the
sing

UNIT EIGHT

WOMEN'S EDUCATION

Objectives: In this unit, you will:

- analyze listening and reading texts
- infer the meanings of certain words and expressions from the context;
- use the words/expressions in new contexts;
- take notes from a short lecture/talk;
- formulate a questionnaire to collect data for a case study;
- identify issues related to the topic of this unit, discuss and present them to your class based on the data collected and manipulated;
- write an essay based on the results;
- use noun clauses and relative clauses correctly in your writing.

cour
sec
the

Section 2: Speaking

Group discussion

In this section, the students will practice speaking through taking part in small group discussion and presenting the consensus of the group to the whole class.

Se

Yo

asp

Ma

soc

Th

life

det

the

Exercise 1: *In small groups of four to five, discuss the issues of local unfavourable practices and how to avoid these practices.*

The issues could be about:

- practices imposed upon young boy and girls not to pursue their education.
- the likely causes of social discrimination against women.
- stigmatization of women.

Procedures

- The group should have a chairperson and a secretary.
- The secretary should record the points raised in the discussion and organize them as minutes of a meeting noting how many agreed and disagreed with the points made and recording the consensus.
- The notes should be read out to the group members to reorganize and enrich them.
- The presentation should be made orally to the whole class by the chairperson or the secretary of the group.
- The other members of the group can also participate in the presentation by making amendments and answering questions arising from the class.
- The presenters are required to speak clearly and briefly.

UNIT NINE

IMPACT OF HIV/ AIDS

Objectives: In this unit, you will:

- read and analyze a text;
- write /give a report;
- use reported speech and 'wh' questions;
- take notes from spoken sources;
- write an essay on the effects of HIV/ AIDS.

Section 4: Speaking

1. Work with your group and prepare a short talk on the following topic.

The Social and Economic Impacts of HIV/ AIDS. You can follow the following procedure.

- a) As an assignment, all students should prepare their own notes on the topic. You can ask people in hospitals, and other places; you can use newspapers, or other sources to gather information. Every student must come to class with ideas which she/he will contribute to the group's discussion.
- b) The group selects one student as their spokesperson. He/she will, in the next session, speak about what the group has come up with.

2. Complete the following questions individually and then discuss them in your groups and reach consensus.

GROUP 1:	Agree	Disagree	Unsure
1. A person who is strong and healthy can be infected with the HIV/AIDS virus.			
2. People who rape children are often relatives of these children.			
3. People with HIV/AIDS should not come near other people.			
4. Boys are cleverer than girls at school.			
5. A girl who is in love should always do what her boyfriend wants her to do.			
6. Parents should talk about HIV/AIDS with their children.			
7. I can talk easily with an adult in my family about love affairs.			

GROUP 2:	Agree	Disagree	Unsure
1. The HIV virus can be spread by mosquitoes or other insects			
2. People of my age are too young to get the HIV virus			
3. I am willing to eat from the same plates as someone with HIV/AIDS.			
4. It is alright for boys to have many girlfriends			
5. A boy who is in love should always do what his girlfriend wants him to do.			
6. Parents should talk about sex with their children.			
7. I am still too young to fall in love.			

GROUP 3:	Agree	Disagree	Unsure
1. Many people who carry the HIV virus look healthy and normal			
2. It is very dangerous for young people to have sex with someone older			
3. People with HIV/AIDS have only themselves to blame			
4. When a schoolgirl gets pregnant it is her own fault			
5. If you love someone you should have sex with that person			
6. I can talk to my friend about HIV/AIDS and sex			
7. My classmates are still too young to fall in love			

GROUP 4:	Agree	Disagree	Unsure
1. Condoms are a good way to prevent infection with the HIV virus.			
2. People living on farms and in small villages are safe from HIV/AIDS.			
3. People with HIV/AIDS deserve our love and support.			
4. It is wrong for a girl to have many boyfriends.			
5. A good friend should do whatever I tell or advise him to do.			
6. I can talk to my parents/family about HIV/AIDS and sex.			
7. I find it difficult to talk about love and sex.			

(Adapted from: UNICEF questionnaire adapted by A.M Educational Consultants, Pilot Project, December 1999, pp. 116-117)

When groups have reached agreement on the questions, they should share information with the other groups.

DECLARATION

I, the undersigned, declare that this thesis is my work and all sources of materials used for this thesis have been duly acknowledged.

Name: Abdulatif Hajj-Ismael

Signature 

Place: Faculty of Language Studies, Addis Ababa University

Date of Submission: May, 2011.