JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

AN ANALYSIS OF SPEAKING TASKS USED IN GRADE TEN ENGLISH
TEXTBOOK AND EFL TEACHERS' AND STUDENTS' PERCEPTIONS OF THE
TASKS: KUERGENG SECONDARY SCHOOL IN FOCUS

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A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND
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An Analysis of Speaking Tasks Used in Grade Ten English Textbook and EFL Teachers' and Students' Perceptions of the Tasks: Kuergeng Secondary School in Focus

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Declaration

I, undersigned, at the bottom developed my original Thesis entitled: An Analysis of Speaking Tasks Used in Grade Ten English Textbook and EFL Teachers' and Students' Perceptions of the Tasks: Kuergeng Secondary School in Focus

I duly acknowledged the resources I took from various scholars. I ascertain that the work is my original Thesis.

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Abstract

The aim of the present study was to analyze the speaking tasks of grade ten English textbook which is currently in use with a major objective to see whether the speaking tasks in the textbook are designed in light of the theories of communicative tasks. To achieve this objective, the textbook and the syllabus were used as major sources of data using components of communicative tasks framework. In this research, a descriptive survey research design was used. Both qualitative and quantitative research approaches were used. The instruments that were employed to collect data for this research were textbook/content analysis, questionnaire and interview. The content analysis was used to analyze the speaking tasks found in the textbook. From the total 51 speaking tasks, 21 of them were analyzed based on goals, inputs, activities, roles and settings. The target populations of the study were Kuergeng Secondary School grade ten students and EFL teachers. From the total population of 320 students 80 (25%) of them were selected by using simple random sampling technique, the lottery method. Besides, the researcher used availability sampling technique for EFL teachers because four of the EFL teachers were selected for interview. In addition, to know the perceptions of students and EFL teachers about the speaking tasks, questionnaire and interview were used as data collecting tools. The findings showed that most of the speaking tasks meet the five components of communicative tasks as well as the criteria set on the checklist. For example, the goals of the speaking tasks meet the learners' needs and interests. The topics of the speaking tasks are also familiar to students;they reflect real world use of language, promote pair/group work, motivating; the speaking tasks are varied and purposeful. But, some of them did not fulfill the criteria. For instance, they lack adequate authentic materials; they did not fulfill the three stages such as pre, while, post and they cannot be accomplished within the time frame planned. Based on the findings, the speaking tasks for grade ten should be designed with the three stages and authentic materials like audio and video should be incorporated in the textbook.

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Acronyms and Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

CLT: Communicative Language Teaching

TBLT: Task-Based Language Teaching

FL: Foreign Language

SL: Second Language

ELT: English Language Teaching

CHAPTER ONE

INTRODUCTION

1.1.   Background of the Study

There are four skills that require to be mastered by learners in English language learning. These are speaking, listening, reading and writing. They are very important skills to master the language. But, according to Zaremba (2006), speaking is the most important skill because the skill is required in communication. However, speaking skill is more difficult to learn and teach than the other skills. According to Richards (2002), speaking a language is difficult for foreign language learners because effective and oral communication requires the ability to use the language appropriately in social interactions.

Spoken language production and learning to speak in the foreign language is frequently considered to be one of the most difficult aspects of language learning. However, the mastery of speaking skills in English is a priority for many second and foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the bases of the improvement of their spoken language proficiency (Brown and Yule, 1989). Furthermore, Nunan (2003) said speaking is a very important part of foreign language learning because the ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and later in life.

Related to this, another thing is definitions of task given by different scholars. According to Breen (1987), task is an organized activity that has an appropriate content, a specific objective, a particular working procedure and a range of results for students undertake the activity. In addition, Louma (2004) states that tasks are activities that people do, and in language learning contexts tasks are usually defined in terms of language use. Moreover, similar to the above definitions, Bygate (2001) asserted that a task is an activity which requires learners to use verbal communication, with emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to offer information for learners. Therefore, all these ideas are about tasks in general.

According to Estaire and Zanon (1994) a communicative task or speaking task is a piece of classroom work which, as far as possible, resembles activities which our students carryout in everyday life. Related to the task for communication, speaking task is an activity which speakers use language in order to achieve a particular goal in a particular speaking situation. In addition, the emphasis of speaking task is on goal oriented language use and meaning rather than form. In these activities, students must work together to develop a plan, resolve a problem or complete a task. Tasks are considered to provide full opportunities for both input and output requirements which are believed to be key processes in language learning (Richards and Rodgers, 1986). Therefore, the main focus of the study is to analyze the speaking tasks and EFL teachers' and students' perceptions of speaking tasks.

According to Kotler(2000), perception is the process of selecting, organizing and interpreting the information inputs to construct a meaningful concept. The definition of perception provided by Gibson (1996) states that, it is a cognitive process of individuals in constructing and understanding the object. Based on the above definitions, the EFL teachers' perception in this study refers to how the teachers see the issues of the use of speaking tasks in grade ten English textbook. In addition, to know the students' perception of the speaking tasks is important because it helps to cross check the speaking tasks by preparing questionnaire.

According to Cunningsworth (1995), teaching materials can be enriched through authentic inputs.They claim that textbooks can promote autonomy and self-reliance by incorporating authentic materials, creating realistic situation and encouraging learners to participate in activities which develop communicative skills.

The major concern of the present study is to analyze speaking tasks used in grade ten English textbook and EFL teachers' and students' perceptions of the tasks based on theories of communicative tasks using Nunan's (1989) framework.

1.2. Statement of the Problem

In Ethiopia, English is taught as a subject starting from grade one up to grade twelve. It is also a medium of instruction in high schools, colleges and universities. The main objective is to address students' communication needs both in and out of schools (MoE, 2003). However, its objective is not yet addressed successfully. In spite of such views, the importance of speaking has not been given enough emphasis; speaking has been taught in a way that cannot enable learners to use the language effectively.

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

Speaking tasks are very important for improving learners' second language and foreign language speaking skill. They provide a purpose and a need to communicate. The speaking tasks encourage students to practice using all of the activities they know in situation that resemble real settings. In these activities, learners are encouraged to work together, to develop a plan, resolve a problem or complete a task. Tasks are considered to provide full opportunities for both input and output requirements which are believed to be key processes in language learning (Richards and Rodgers, 1986).

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

However, reports from the Ministry of Education inform us that the new curriculum tries to propose the revision of the former curriculum and uses the Communicative Language Teaching in the teaching learning process. There are some practical indications that the communicative orientation is not totally put in practice in many teaching materials or course books. For instance, according to Abdulatif (2011), the speaking tasks in many of the course materials used in our language programs, particularly on higher level programs, seem to lack some qualities. In other words, teaching materials do not seem to help students meet basic

requirements such as communicating in English in the course of learning, conducting discussions on a given theme and talking about daily topic with other students freely.

According to Barcelos (2000), notes that language teachers' perceptions influence what language teachers do in the classrooms. Similarly, Yu (1986) mentions that teachers' perceptions influence what teachers do both inside and outside the classrooms. Thus, teachers must be aware of what they perceive and believe when conducting their daily teaching.

The present researcher has observed that the students at Kuergeng Secondary School have problems in doing tasks in classroom due to some task related problems. Such as, lack of authenticity, stages of tasks and insufficient participation of students in speaking activities. Hence, this has encouraged the researcher to conduct a study to see whether the speaking tasks are designed in light of the current theories of the communicative tasks or not.

According to some local studies, such as, Abdulatif (2011), conducted a study on analysis of the speaking tasks in grade 12 English textbook.The researcher's finding showed that the goals of oral communicative activities in the textbook are not explicitly stated. And the activities in the textbook do not give sufficient information due to absence of varied and interesting activities, adequate supporting and motivational values. Meseret's (2013), study was an analysis of the speaking tasks in grade 9 English textbook for Ethiopia. According to his findings, the tasks are not authentic although they are interesting, familiar and promoting pair and group activities. Alemayehu (2018), conducted a study an evaluation of the quality of EFL speaking tasks and their classroom implementation in grade 11 English textbook for Ethiopia. According to the researcher's findings, all of the objectives of the speaking tasks do not indicate how well the students are expected to perform the speaking tasks, authentic and inauthentic types of input but the speaking tasks are appropriate for pair or group works. The studies are related to this study as they focused on analysis of speaking tasks in textbook. But, the previous researchers did not conduct their studies on the speaking tasks used in grade ten textbook and EFL teachers' and sudents' perceptions. Therefore, what makes the present study different from the above mentioned ones is that the researcher tried to fill the gap by conducting this study on the analysis of speaking tasks used in grade ten English textbook and EFL teachers' and students' perceptions of the tasks in order to see whether the speaking tasks are designed in light of the current theories of communicative tasks or not.

1.3. Research Questions

The study tried to answer the following research questions:

1. How do the speaking tasks relate with components of communicative tasks?
2. How do students perceive the speaking tasks in the textbook?
3. How do EFL teachers perceive the speaking tasks in the textbook?

1.4. Objectives of the Study

This research has general and specific objectives.

1.4.1. General Objective of the Study

The general objective of the study was to analyze the speaking tasks used in grade ten English textbook and EFL teachers' and students' perceptions of the tasks at Kuergeng Secondary School, LareWoreda, Gambella.

1.4.2. Specific Objectives of the Study

The present study attempted to:

➢ examine whether or not the speaking tasks are related with components of communicative tasks.
➢ find out students' perception of the speaking tasks in the textbook.
➢ investigate EFL teachers' perception of the speaking tasks in the textbook.

1.5. Significance of the Study

The finding of this study would be important for English language teachers and students. It would 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 classroom. In addition, it would help the learners to improve their performance of English and the way they learn and practice speaking tasks in the classroom. Furthermore, the study would be insightful for future researchers who are interested in studying related areas or topics.

1.6. Scope of the Study

The study was conducted at Kuergeng Secondary School. It was delimited only to analyze grade ten English textbook, particularly the speaking tasks; this is done because speaking skill is a critical problem to many students. Besides, the study is delimited to a single grade level (grade ten) and single school so as to assess their perceptions of the tasks in the textbook

1.7. Limitation of the Study

The researcher believes that an evaluation of speaking tasks of textbook needs a critical analysis of every unit by a group of experts. This would have been possibly done with an available resources and time. But, due to lack of resources and time, the researcher could not make the experts participate in the detailed analysis of every unit of grade ten English textbook.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Communicative Language Teaching

Communicative language teaching makes use of real-life situations that necessitate communication (Aziri,2014).The origins of communicative language teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s (Richards and   Rodgers, 2001). Some of the characteristics of communicative view of language are the following:

1. Language is a system for the expression of meaning.
 2. The primary function of language is for interaction and communication
 3. The structure of language reflects its functional and communicative uses.
 4. The primary units of language are namely its grammatical and structured features, but categories of functional and communicative meaning exemplified in discourse.
 A basic principle underlying all communicative approaches as Widdowson (1978), noted, is that learners must learn not only to make grammatically correct propositional statements about the experiential world, but must also improve the ability to use language to get things done. Communicative language teaching is an approach that helps to teach language. It refers to a set of principle that reflects a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. These principles include:

- Learners learn a language through using it to communicate
 - Automatic and meaningful communication should be the goal of classroom activities
 - Fluency is an important dimension of communication.
- Communication involves the integration of different language skills

 - Learning is a process of creative construction and involves trial and error (Richards and Rodgers, 2001). The strong version of communicative language according to Howatt, (1984) is, it sees language ability as being developed through activities which actually stimulate target performance. In other words, class time should be spent not on language drills or controlled practice leading towards communicative language, but in activities which require learners to do in class what they will have to do outside. Therefore, the communicate

language teaching helps to students in order to improve their speaking skill. Because the method encourages the learners use the language real life.

2.2. Speaking

There are a lot of definitions of the word "speaking" that have been suggested by the scholars in language learning. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). It is an interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking, as Karen (1994) defines, it is an expressive language skill in which the speaker uses verbal symbols to communicate. When we speak, we are composing with language by constructing meaning. Speaking allows us to develop new thoughts as we create ideas. Spoken language production, or learning to speak in the foreign language is often considered to be one of the most difficult aspects of language learning for the teachers to help the students. Another definition of Speaking is an interactive process because it requires the involvement of another person unlike listening, reading or writing (Noll, 2006). Therefore, as we understand from this definition, learning or teaching speaking is more difficult than any other language skills.

2.3 Teaching Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purpose of speaking (Burns and Joyce, 1997). In teaching speaking, teachers constantly have to keep in mind the fact that they have different students with varied abilities, expectations, motivation level, knowledge and different learning styles. Therefore, teachers need to vary their approaches and offer as much opportunity as possible to make the whole class attend the speaking tasks. In addition, Spoken language production, or learning to speak in the foreign language is often considered to be one of the most difficult aspects of language learning for the teachers to help the students with. The practical problems

are obvious. In written production, each writer writes without disturbing the rest of the class at his own speed; whereas, in the production of speech, each speaker speaks, in the meantime this speaker requires to be listen in besides, When he/she speaks, he/she makes a noise which will disturb other students unless they are participating in the overall interaction with the actual speaker (Brown and Yule, 1989). However, compared to the teaching of other skills, speaking is more demanding on the role of the teacher than the effort other skills require (Brown and Yule, 1989). In relation to this idea, Nunan (2003) said speaking is a very important part of second language learning because; the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and later in life. Other scholars add that it is essential that teachers pay great attention to teaching speaking rather than leading students to unpolluted memorization. In addition these advantages, the process of interaction in teaching could be reduced by minimizing teachers' involvement in his/her domination of classroom activities and changing the direction of the process of language use (Brumfit and Johnson, 1979).

2.4. Task

Different scholars give various definitions of a task. As Breen(1987) offers a pedagogical definition, task is any structured language learning endeavor which has a particular objective, appropriate content, a specific working procedure, and a range of outcomes for those who undertake the task. Prabhu(1987) defines task as an activity which required learners to arrive at an outcome from the given information through some processes of thought and which allowed teachers to control and regulate that process. In order to reach the outcome, there is a process of thought in which students are required to pass. Louma (2004) states that tasks are activities that people do, and in language-learning contexts tasks are usually defined in terms of language use. Louma (2004) adds that the task materials can be pictures or role-play card that will be needed in speaking task. For instance: group activities, information gap activities, role play, reading-aloud, and repetition. In addition, similar to the above definition, Bygate (2001) also asserts that a task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners which will help them evaluate their own learning.

More to the point Candlin (1987) asserts that tasks are a set of differentiated, sequence able, problem posing activities involving learners' cognitive and communicative procedures applied the existing new knowledge in the collective exploration and pursuance of foreseen

or emergent goals within a social setting. The use of tasks in language teaching and learning is appropriate where participants are encouraged to value their own experience, beliefs, opinions and knowledge.

2.4 .1.Rationale in Designing Tasks

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

The first reason is psycholinguistic reason. According to Skehan (1998), as cited in Meseret (2013), this reason mainly focuses on the cognitive processes or mental computation of learners activity and the main role of learning task is making learners to go through some kind of mental processing and language use. Learning is seen as a process that requires opportunities for learners to participate in the process of communication but mostly focuses on the form rather than communication. The primary focus here is to make learners motivated to attend to form to notice new linguistic features instead of providing an opportunity for making meaning. However, according to Krashen (1997), and (Ellis 2003), the essential requirement necessary for language acquisition to take place is the learners' participation in natural communication situations, where meaning is primary a focus. So, psycholinguistic rationale has a pedagogic nature. On the other hand, in socio-cultural reasons of language learning students are not mere programmed respondents to a given task. However, they are given a chance to respond to a task in such a way that they make their sense of it. So that, they have a real world nature and expose learners to the use of real world language than simply focus on the form of language.

2 .4 .2.Task Based Approach

Task based language teaching (TBLT) refers to teaching a second/foreign language that seeks to engage learners in interactionally authentic language use by having them perform a series of tasks. In addition, it is not as strict on details as the traditional grammar but it focuses on a general requirement that the speaker performs the tasks. In speaking tasks, it does not need that he /she uses any specific grammatical forms or any specific vocabulary items in his /her performance.

Those structures and words he/she does choose to use, however, must be adequate for the performance of the task (Brown and Yule, 1989). There are two types of tasks in TBLT (task

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

2.5. Communicative Task

According to Nunan(1989) the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

According to Estaire and Zanon (1994) a communicative task is a piece of classroom work which, as far as possible, resembles activities which our student or other person carryout in everyday life. Communicative tasks are very important for developing learners F1/L2 (foreign and second language) speaking skills. They provide a purpose and a desire to communicate. Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan resolution a problem or complete a task. Tasks are considered to provide full opportunities for both input and output requirements which are believed to be key processes in language learning (Richards and Rodgers, 1986).

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

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experiential strategy, students, who become involved in language use, are promoted to become language users.

2.6. Components of Communicative Tasks

Nunan (1989) suggested that the communicative tasks will contain communicative components these are: goals, inputs, activities, settings and roles. The researcher uses these components of communicative tasks to analyze the speaking tasks used in grade ten textbook.

2. 6. 1. Goals

According to Nunan (1989), goals means the general intentions behind any given communicative tasks and learning tasks. They may be related to general outcomes (communicative, effective or cognitive) or may directly describe teachers or learners behavior. A communicative activity without goals will not be a real task. Therefore, goals are the necessary elements of communicative tasks; they play a very important role in the whole process of communicative activities. Besides, task and task goals enable the program planner and material writer to provide explicit links between the task and the broader curriculum. Without clearly articulated sets of goals statements, there is a risk that task based teaching programs will lack coherence (Widdowson, 1987). The goal also refers to the general purposes for which a language program is being taught or learned.

2 .6 .2.Input

After the making of goals, learners need to have enough materials as input before participating in communicative activities. Input is an important element of communicative tasks.

Input is used to refer to the language that is addressed to the foreign language learner either by a native speaker or by another foreign language learner. Input also is a term used to mean the language that students hear or read. There should be some new information that learners have not known, the input should be, in other words, data slightly higher level than the student is capable of using, but as a level that he/she is capable of understanding (Ellis, 1999). According to (Krashen,1985) textbooks are concerned with teaching and learning of the language itself, in some or all of its aspect they should have correct, recent and Standard English as well. The language input in instructional materials must be comprehensive and it should match to the abilities of the students.

More to the point, Cunningsworth (1995), teaching materials can be enriched through authentic inputs. They claim that textbooks can promote autonomy and self-reliance by incorporating authentic materials, creating realistic situation and encouraging learners to participate in activities which develop communicative skills.

2. 6. 3. Activities

Activities refer to what participants do with the input, which forms the point of departure for the learning tasks. Nunan (1989), proposes three general ways of characterizing activities 1) rehearsal for the real world (authenticity); 2) skills use 3) fluency and accuracy of all the four skills (listening, speaking, reading and writing). In his characterization, speaking seems the most important activity; people who know a language are referred to as "speakers" of the language. There are three principal types of activities according to Prabhu, (1987), and those are:

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

2. Reasoning Gap Activity: This activity involves deriving some new information from given information through process of interference, dedication, practical reasoning, or perception of relationships or patterns.

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

2.6. 4. Roles

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

The role of learners as negotiating-between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication

for the learners is that he should contribute as much as he gains, and there by learn in an interdependent way.

On the other hand, according to Littlewood (1981), teachers have also their own roles to take in the part. As classroom manager, the teacher is responsible for grouping activities into "lessons" and for ensuring that these are satisfactorily organized at the practical level. This includes deciding on his role within each activity. - In many activities, the teacher may perform the familiar role of language instructor: he will present new language, exercise direct control over the learners' performance, evaluate and correct it, and so on. The teacher will also sometimes wish to participate in an activity as 'communicator' with the learners. In this role, he can stimulate and present new language, without taking the main initiative for learning away from the learners themselves

2.6. 5. Setting

According to Nunan (1989), setting refers to the classroom management specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. It also implies the instructional setting where pedagogical conditions are treated.

2.7. Purposes of Communicative Activities

According to Nunan (1989), there are some of the contributions that communicative activities can make to language learning. These are: provide whole task practice, improve motivation to language learning, allow natural language learning and create a context to communicative activities.

They provide whole-task practice to language learning. In considering how people learn to carry out various kinds of skill performance, it is often useful to distinguish between training in the part skills of which the performance is composed and practice in the total skill, sometimes called 'whole task practice. Learning to swim, for example, usually involves not only separate practice of individual movements (part-skills), but also actual attempts to swim short distances (whole-task Practice).

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

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

They allow natural language learning. Language learning takes place inside the learner and as teachers, knows to their frequent frustration, many aspects of it are beyond their pedagogical control. It is likely, in fact, that many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication.

They can create a context which supports learning to communicative activity. Communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teachers. These relationships can help to 'humanize' the classroom and to create an environment that supports the individual in his efforts to learn.

2.8. Nature of Speaking Tasks (Activities)

According to 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 learner in the classroom. According to him, a good task can be realized if it comes up with the following requirements

The task has to be motivating to learn speaking tasks. Motivation on its own is rather difficult to define. It is easier and more useful to think in terms of the 'motivated learner'. One who is willing or even eager to invest efforts in learning activities and to progress is a motivated learner. More to the point, Willis (1996), elaborates Motivation as an essential condition for effective language learning is the key to success in language learning, such success and satisfaction are key factors in sustaining motivation. If students get good results, they will be more willing to continue participating in class and use the language outside the classroom.

The tasks must elicit real communication to all the language skills (Listening, speaking, reading and writing). Speaking seems intuitively the most important, people who know a language are referred to as speakers of that language (Ur, 1996).Classroom tasks that develop

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

Tasks must have a Purpose that goes beyond a Classroom Exercise. If a task is to be genuinely communicative and promote language use, the students should have a desire to communicate, besides, they should have a purpose for using the language, and this purpose should be the most important part of communication. Therefore, the students' attention should be centered on content i.e. on what is being said or written and not on the language form that is being used (Harmer, 1991).On the other hand, tasks, which aim at promoting awareness of language form, making students aware of particular language features, and encouraging them to think about them. These tasks are likely to be more beneficial in the long run than form focused activities, which are aimed at automating production of a single item (Willis, 1996).

Tasks should preferably be fair for Pair /Group-work. If language is viewed as an interactive tool, then it should be taught interactively. Speaking is an active process rarely carried out in isolation, so, it is a natural framework for interaction, i.e. talking to somebody as in real life (Seligson, 1997).For some years, and methodologies have recommended the use of group work in FL (Foreign Language) /SL (Second Language) classrooms. They claim that carefully structured interaction between students contributes to FL /SL acquisition. Pedagogical arguments have been used to support this claim i.e. group work increases the quantity and quality of student talk, individualizes instruction, promotes the acquisition of language skills, creates a positive affective climate in the classroom and increase student motivation (Nunan, 1989).

Texts in tasks should be authentic. Authentic texts are those that have been produced in the course of genuine communication and not specially designed for language teaching purposes. Authentic texts provide students with practice on listening to and reading genuine language drawn from a variety of source. Example of authentic text material include texts,

video tapes, audio recordings, TV and Radio broad casts, conversations, interviews, announcements, field trips. Bygate (1987), also recommend using pictures for communicative purposes in the design of spoken course materials.

The task must include a pre-task, a while-task and post-task to learn speaking task in classroom. The organization of an activity and the instructions the teacher gives are of vital importance for the students to be able to perform the task satisfactorily. In addition, activity can be divided into the following parts: a lead in where the teacher introduces the topic; instruction, where she/he the students exactly what to do and demonstrate an activity, initiate the students perform the task, and finally she/he organizes feedback (Harmer, 1991).

2.9. Role of Textbooks

Hutchinson and Torres (1994) suggest that textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in various countries. Textbooks 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 (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 (4) Provide readymade texts and tasks.

Other scholars such as Sheldon (1988) similarly suggest that 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. Haycroft (1998), for example, 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 Cunnings worth (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 confidence.

2.10. Definition of Perception

According to Devito (1997), perception is the process when we become aware of many stimuli that affect our senses. Similarly, Sobur (2009) proposes perception is a part of the overall process that produces the response after the stimulus is applied to humans. From the definitions, it can be concluded that perception is an ability of the overall process of stimuli to make a response and we become aware of something after seeing and understanding something. Furthermore, according to Rakhmat (2009) some factors influencing perception are functional/personal, structural and cultural factors. First, functional/personal factors consist of needs, past experience, motivation, hope, attention, emotion, and situation. Second, structural factors consist of intensity of stimulus, quantity of the stimulus, and the contradiction of stimulus. Cultural factor is a factor in which an individual lives. Moreover, Chaplin (1968) defines the perception as a process to understand something through the human sense which involves the awareness of people's belief about something. Similarly, according to Rundell (2007), perception refers to a particular way of understanding or thinking about something ,the ability to notice something by seeing , hearing , smelling etc; and the ability to understand and make good judgments about something.

2.11. EFL Teachers' and Students' Perceptions

According to Kotler (2000), perception is the process of selecting, organizing, and interpreting the information inputs to construct a meaningful concept. Gibson (1996), states that it is a cognitive process of individuals in construing and understanding the object. At Kuergeng Secondary School, the researcher has asked EFL teachers' related to speaking tasks. According to the information received from his colleagues, they did not use the stages of speaking tasks because this reason, the researcher wants to know their perceptions in speaking tasks. The EFL teachers' perceptions in this study is how the teachers see the issues of the use of speaking tasks used in grade ten English textbook by their own thinking based on their experience in teaching English. In addition, in the field of ELT professionals, the significant of teachers' perception has been identified in many ways. According to Yu (2004), teachers' perceptions influence what teachers do both inside and outside the classroom. Therefore, teachers need to be cautious about their beliefs, teaching and learning. Furthermore, Pedersen and Liu (2003) assert that decisions teachers make and actions take in the classrooms depend entirely on their beliefs or perceptions.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The main objective of the study was to analyze speaking tasks used in grade ten English textbook and EFL teachers' and students' perceptions of the tasks, which are currently in use. The study aimed to see whether the tasks (activities) in the textbook are designed in light of current communicative theories. In order to achieve this objective, a descriptive survey design was used for it is an excellent research type for obtaining a description of issue in its context (Kumar, 2006). It describes characteristics of particular group of subjects studied. Therefore, employing the method the researcher analyzed the speaking tasks and investigated whether they meet components of communicative tasks to help learners in real life context.Thus, the researcher of this study took each of the communicative tasks of Nunan (1989) and EFL teachers' and students' perceptions of the tasks to check the quality of speaking tasks in the textbook. According to Nunan(1992), descriptive method generally utilizes mixed methods or approaches for collecting and analyzing data rather than being restricted to single procedure. Therefore, the study utilized both qualitative and quantitative research approaches. The problem under investigation has more of a qualitative aspect that analysis of the tasks were done mostly in words based on components of communicative tasks. The quantitative approach was used to corroborate the qualitative information to express some data in terms of number for interpretation, i.e, the data from questionnaire.

3.2 Data Resources and Study Sites

The data resources of the study were English textbook, teacher's guide, teachers and students of Kuergeng Secondary School, Lare Wereda, Gambella Region. Kuergeng Secondary School was selected for the study. This school was selected because the researcher has been teaching at the school and he also familiar with some of the English teachers there.

3.3. Population, Samples and Sampling Procedure
3.3.1. Population of the Study
The target populations of this study were Kuergeng Secondary school grade ten students and EFL teachers. The total population of the study was 324. The researcher took 80 students

from the total number of 320 students of grade ten and four English teachers who were teaching in grade ten.

3.3.2. Samples and   Sampling Procedure

Determining the sample size was the other issue in the sampling process. This was done by taking the type of research this study employed; that is descriptive survey research. According to Kumar (2006), descriptive research typically uses larger samples. It is sometimes suggested that one should select 10-25% of the accessible population for the sample (Singh, 2006). Therefore, from the total population, 80 (25%) students were selected by using simple random sampling technique, the lottery method used to select sample from 320 grade ten students. This type of sampling is a type of probability sampling which gives the probability that the sample is representative (Kumar, 2006). This is to give equal chance to every student under the study to be included. In addition, the researcher used availability sampling technique for EFL teachers because there are four English teachers who teach grade ten students and all of them were selected for interview.

3.4. Data Collection Instruments

This study adopted content analysis /textbook analysis, questionnaire and interview

3.4.1. Content Analysis/ Textbook Analysis

The major instrument used in the study is a content /textbook analysis. The speaking tasks in all units were analyzed based on the current theories of communicative tasks, i.e. (input activities, goals, roles, settings, activities) using Nunan's (1989) framework.

3.4.2. Questionnaire

Questionnaire was also employed in this study. The researcher used questionnaire for the purpose of collecting data related to the students'perceptions of the speaking tasks used in grade ten textbook. The questionnaire contains close ended items which aimed at   the students' perceptions of the speaking tasks in their textbook. This instrument was chosen because as Hague (1993) and Sharma (2000) stated questionnaire enables a researcher to collect data from large groups of individuals within a short period of time.

3.4.3. Interview

Interview is a means of interaction in which the interviewees give information orally.The information gained by interview is personal and it helps to get detailed information (Lynch, 1996). Hence, interview was prepared for four EFL teachers. The researcher collected data from EFL teachers to pinpoint their perception of the speaking tasks through interview.

3.5. Procedure of the Study

 The study was conducted through certain procedures. First, the content of speaking tasks was selected from each unit of grade ten textbook. Then the questionnaires were distributed and next interviews for EFL teachers took place. Finally, the data was analyzed and interpreted, and then the results were discussed in detail.

3.6. Method of Data Analysis

 This study employed both qualitative and quantitative analysis methods. The researcher used Nunan's (1989) framework to analyze the speaking tasks in order to find out whether they are prepared based on the current theories of communicative tasks or not. In grade ten textbook, there are 51 speaking tasks in all units.Twenty one (21) of the speaking tasks were analyzed. In analyzing the data, the researcher used both qualitative and quantitative approaches. Therefore, analysis of both types of data was run independently. In relation to this, Crewell and Plano (2011) forwarded that in a research design for mixed study, the analysis of data proceed independent of each other.

3.7. Ethical Consideration

 The study was conducted in accordance with the code of ethics regarding the students' and teachers' of Kuergeng Secondary School. Ethical requirements are pertained to scientific validity, welfare of the participants. As a result, ethical norms for this study designed to respect human dignity, respect freedom as well as self determination of the participants; The researcher informed participants about the research purpose, and keep the confidentiality and anonymity of the participants.

CHAPTER FOUR

RESULT AND DISCUSSION

The contents used for analysis were the speaking tasks of Grade 10 English for Ethiopia Student Textbook which is currently used as a teaching material in the country. This textbook has 12 units, and each unit also incorporates 10 sections. These are: introduction, listening, language focus, study skills, speaking, reading, increase word power, writing, fun with words and assessment. In addition, every unit has two main divisions: part A and part B. Specifically, there are 51 speaking tasks which are distributed to each of the 12 units. The speaking tasks which appear in the introduction, in the assessment and the revision parts of the textbook were not included for analysis to avoid repetition. The speaking tasks were analyzed based on components of a task formulated by Nunan (1989); they are inputs, goals, settings, roles and activities.

First of all, the distribution of speaking tasks in the selected textbook was checked based on the components of tasks. Table 1 below desplays the data collected on the distribution of speaking tasks in grade 10 English textbook.

Table 1: Distribution of Speaking Tasks in Grade 10 English Textbook

Units	No. of Speaking Tasks in each Unit
1. Sports and fitness	3
2. Health-First Aid	4
3. I like reading	3
4. Moral education and personal responsibility	4
5. Advertising	5
6. Drugs	7
7. Natural disasters	3
8. Education	3
9. Seas and rivers	4
10. Energy0000	5
11. Applications for jobs or college	5
12. Births, weddings and funerals	5
Total	51

As it is clearly showed in the above table, the textbook consists of twelve units based on various types of topics; each unit is divided into two parts. Each unit has 11 periods that is distributed to the four skills in the unit but, it is not clearly stated how many periods are allotted for each skill.The textbook has a teacher guide with a grade 10 syllabus.

 The first unit is about sports and fitness and the speaking lessons explain about the topic with different activities. In this unit, there are three speaking tasks, talking about sport, talking about future plans, health and fitness. Unit two deals with issues of health-first aid. There are four speaking tasks in this unit and these are: accidents, asking questions, role play and talk about the pictures. The third unit discusses issues of reading and there are three speaking tasks and they are: re-tell the story, plays and a radio report. Unit four is about moral education and personal responsibility. The unit includes four speaking tasks and they are using so and neither, apologizing, group discussion, and pronunciation –word stress.The fifth unit deals with advertising and there are five speaking tasks. These are: expressing your own opinion, using the question words who? Why?, pronunciation, describing objects and illustrating a point.

The sixth unit focuses on drugs. There are seven speaking tasks in this unit and these are: talking about drugs, the anti-drug club, discussing problems, role-play a conversation, debate, talking about graphs and more about graphs. Unit seven is about issues of natural disasters and there are three speaking tasks included in this unit, these are; talking about a natural disaster, general knowledge quiz and natural disasters. Unit eight deals with education and there are three speaking activities.These are: discussing statistics, education topics and pronunciation practice. The ninth unit talks about seas and rivers and there are four speaking tasks included in the unit, they are: asking questions, role- play, a guessing game and an interview. Unit ten discusses issue of energy, there are five speaking tasks in the unit and they are: what can we do to solve the energy crisis?, game- thinking ahead, different kinds of energy sources, alternative sources of power and how to do something.

Unit eleven talks about applications for jobs or college and it has five speaking tasks. These are: talk about the futures, records of achievement, role-play an interview, job interviews and discussion. Unit twelve is the last unit in the textbook and it talks about births, weddings and funerals.There are five speaking tasks in the unit and they are: describing pictures, role-plays, talking about ceremonies, making generalisations and making exceptions.

Analysis of Speaking Tasks in the Light of Components of Communicative Tasks

4.1. Goals

The first important feature to be discussed in evaluating a communicative task is to check the existence of objectives. They should be stated at the beginning of each unit in order to make the way easy, clear and more of purposeful regarding encouraging learners to use real world language. In addition, goals need to be motivating. They should also encourage learners to apply classroom learning to the real world use of language. Moreover, objectives of the tasks should be interesting and motivating to the students to engage them in the given task.

Table 2: Objectives of Speaking Tasks in Grade 10 English Textbook

Components of communicative tasks	Units	Objectives
Goals	1.Sports and fitness	By the end of this part of the unit you will be able to: • talk about sports • use adverbs of frequency • speak about future plans using the correct pronunciation • talk about the importance of health and fitness • use social expressions for making plans and suggestions
	2.Health-First Aid	By the end of this part of the unit students will be able to: • discuss common accidents • use question words to ask questions • role-play scenes relating to the First Aid • describe pictures showing potential accidents
	3.I like reading	By the end of this part of the unit students will be able to: • retell the story in your own words • practise using verbs followed by gerund ing or infinitive t to • use unreal conditional sentences • talk about plays you have seen or know • prepare a radio report of an

			event
		4.Moral education and personal responsibility	By the end of this part of the unit students will be able to : • use so and neither in conversation • learn to apologise to someone • discuss a situation involving a moral question • pronounce sentences with the correct word stress
		5.Advertising	By the end of this part of the unit students will be able to : • express your opinion about products • Use extreme adjectives • practise pronouncing of comparative and superlative adjectives • decide on what is fact and what is opinion • use social expressions for illustrating a point
		6. Drugs	By the end of this part of the unit students wil be able to : • discuss some concesequences of smoking, alcohol abuse and taking drugs • prepare a talk about the dangers of taking drugs • learn about how to discuss problems • role play a conversation about a drug problem • talk about cause and effect • talk about graphs • interpret bar graph of drug use
		7. Natural disasters	By the end of this part of the unit students will be able to : • discuss the causes of natural disasters

			• talk about a natural disaster • take part in a general knowledge quiz • discuss photos of natural disasters
	8. Education	By the end of this part of the unit students will be able to : • discuss educational statistics in Ethiopia • discuss some important educational topics • use the second conditional sentences • practise sentences with falling intonation	
	9. Seas and rivers	By the end of this part of the unit students will be able to : • ask questions about fishing • role play an interview about fishing • take part in a guessing game • role play an interview with a Titanic Survivor	
	10. Energy	By the end of this part of the unit students will be able to • discuss how to solve the energy crisis • use the present simple passive tense • play a game for connecting two ideas together • talk about different kinds of energy sources • discuss alternative sources of power • use modal verbs for possibility	
	11. Applicatons for job or college	By the end of this part of the unit students will be able to • talk about your plans for the future • use present perfect simple or continuous with for or since • analyze your achievement • role play an interview • take part in group role play about an interview • play a guessing game	
	12. Births, weddings and	By the end of this part of the unit	

		funerals	students will be able to : • describe pictures of different ceremonies • role play some short dialogues • talk about ceremonies • make generalisations and exceptions • use the present perfect tense and the past simple tense

As it is mentioned in the above table, the goals of speaking tasks, the topic of speaking tasks and the statement of the objectives have common expression. In addition, the goals are stated in the order of the lessons in the unit. Therefore, this will help learners to identify the goals easily.The objectives also clearly identify what the students are able to do.

Majority of the objectives of the speaking tasks in the textbook are stated explicitly in a way that students and teachers could understand easily. Therefore, that helps learners to generalize the tasks that they have been doing. The objectives of each unit are also stated in teachers guide in a way that the teachers could understand it. Regarding this point, Nunan (1989) asserts without clearly articulated sets of goals, there is a risk that task-based language teaching programs may lack coherence.

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

Example: 1

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

- Talk about sports

- Use adverbs of frequency

- Speak about future plans using correct pronunciation

- Talk about the importance of health and fitness

- Use social expressions for making plans and suggestions

According to the above example, the objectives ask learners to talk about sports, use adverbs of frequency, speak about future plans using correct pronunciation, talk about the importance of health and fitness and use social expressions for making plans and suggestions. As it can be seen most of them are clear in telling students what to do, they also encourage learners to use the classroom language in the outside world like to talk about the importance of health and fitness.

Therefore, it would be possible to say that the objectives of the speaking tasks in the textbook are clearly stated. They encourage learners' interest in verbal participation and the students would be motivated to do the activities. When the students are encouraged and motivated in doing the speaking tasks in the textbook appropriately, the objectives of the speaking tasks in the textbook would be achieved.

Table 3: Pedagogy and Real World Rationale of the Objectives

Pedagogic objectives	Real world objectives
• Use adverbs of frequency • Speak about future plans using the correct pronunciation • Use social expressions for remembering and reminiscing • Describe pictures showing potential accidents • Practise using verbs followed by gerund + ing or infinitive + to • Use unreal conditional sentences • Pronounce sentences with the correct word stress • Use extreme adjectives • Practise pronouncing of comparative and superlative adjectives • Talk about graphs • Interpret bar graphs of drug use • Discuss some important educational topics • Use second conditional sentences • Practise sentences with a falling	• Talk about sports • Talk about the importance of health and fitness • Use social expressions for making plans and suggestions • Discuss common accidents • Use question words to ask questions • Role play scenes relating to the First-Aid • Retell the story in your own words • Talk about plays you have seen or know • Prepare a radio report of an event • Use so and neither in conversation • Learn to apologise to someone • Discuss a situation involving a moral question • Express your opinion about products • Decide on what is fact and what is opinion • Use social expressions for illustrating a point • Discuss some consequences of

intonation
- Use the present simple passive tense
- Play a game for connecting two ideas together
- Use modal verbs for possibity
- Use the present perfect simple / continuous with for / since
- Discribe pictures of different ceremonies
- Use the present perfect tense and the past simple tense

smoking , alcohol abuse and taking drugs
- Prepare a talk about the dangers of taking drugs
- Learn about how to discuss problems
- Role play a conversation about a drug problem
- Talk about cause and effect
- Discuss the causes of natural disasters
- Talk about a natural disaster
- Take part in a general knowledge quiz
- Discuss photos of natural disasters
- Discuss educational statistics in Ethiopia
- Ask questions about fishing
- Role play an interview about fishing
- Take part in a guessing game
- Role play an interview with a Titanic Survivor
- Discuss how to solve the energy crisis
- Talk about different kinds of energy sources
- Discuss alternative sources of power
- Talk about your plans for the future
- Analyze your achievements
- Take part in a group role play about an interview
- Role play some short dialogues
- Talk about ceremonies
- Make generalisations and exceptions

As it can be seen clearly from the above table, the objectives of speaking tasks have a real world rationale than pedagogic nature.Therefore, learners could have the chance to be exposed to the real world use of language. In addition, students can be motivated to engage themselves in the activities because they are familiar to them.

Therefore, it can be concluded that most the objectives of the speaking tasks were designed based on real world situations.These activities let learners exchange ideas as they are expected to do outside the classroom. The tasks engage students in discussion, interviewing, role playing, debating and so on, and these are helpful to develop learners speaking skills in the real life communication.

4.1.1. Speaking Tasks and their Objectives

 The speaking tasks need to consider learners need and interest in order to motivate and encourage them in doing various types of activities. Therefore, as it is mentioned earlier in the literature review, tasks need to have a clear, explicitly stated and encouraging goals. Whenever students learn the topic they are familiar with, they will be more interested and motivated in engaging in the given tasks. Speaking tasks in grade 10 students' textbook are prepared to be familiar with the students. They need to encourage students to apply classroom learning to the real world. Let us see the following example below regarding this point.

Example 2 (page 2)

    Talking about sport

    1. You are going to talk about your favorite sports at free-time.

    Work in small group and talk about the following questions:

➢ Do you like sport ? Which sports do you like watching ? Which sports do you like to take part in ?

➢ What sports are you good at ?

➢ What are the most popular sports in your school ?

➢ Have you taken part in your school sports day ?

➢ What did you do ? How did you get on ?

➢ Do you have any good athletes in your school or in your area ?

As it is observed in the example above, the goals are stated explicitly and the tasks are also motivating and interesting as long as they let students talk about things which are familiar to them. The more the students are asked to do what they are familiar with the more they will be

interested and encouraged. This is the most important goal of the teaching-learning process. For instance, in the above example students are asked to talk about their favorite sports, that is an issue of their day-to-day life.Therefore, they can be motivated and interested easily in performing speaking tasks.

Thus, it would be possible to conclude that the goals of the speaking tasks in the textbook meet the needs and interests of learners and the activities are appropriate for them to practise in classroom and outside the classroom.

4.2. Inputs

As stated in the literature review, input is another important communicative component that textbook authors and syllabus designers need to take in to consideration. Input also is a term used to mean the language that students hear or read. The inputs in the textbook need to be clear and authentic as much as possible, in order to make learners interested and motivated. Authentic inputs expose learners to a real life situation. In addition, they need to be appropriate to the goals of the tasks (Ellis,1999).

Table 4: Inputs of Speaking Tasks in Grade 10 English Textbook

Component of a Communicative task	Units	Ways of presenting inputs
Input	1	• Discussion topic • Dialogue
	2	• Picture (matching) • Interview • Role play (topic)
	3	• Retell the story (Ben and the Devil) • Play/Drama • A radio report
	4	• Sentences • Role play (topic)

		• Discussion topic
	5	• Discussion topic • Picture • Model dialogue • Sentence
	6	• Discussion topic • Role play • Debate • Picture
	7	• Picture (natural disaster) • Discussion topic
	8	• Discussing statistics • Picture
	9	• Interview • Role play • Picture (guessing)
	10	• Discusion topic • Sentence • Picture (objects)
	11	• Discussion topic • Role play • Interview • Model dialogue
	12	• Discribing pictures • Role play • Sentence

As it is shown in table 4 above, there are various ways of presenting inputs in the text book, authentic and inauthentic that learners are supposed to read, hear, speak and listen. Sentences by using different kinds of contexts, model dialogues, pictures, role play are various inputs. They are found in almost all the units. The pictures used in the textbook are also said to be authentic, there are pictures of people about different sport practices, pictures of varies accidents,photographs of different disasters, photographs of ceremonies from Ethiopia, India, Africa and Japan. These are not prepared for the teaching purpose. The topics are mostly familiar to the learners. Let us see the following examples.

Example 3 (page 45)

A radio report

Work in small groups

Learn these social expressions for giving a report

First of all …..

To begin with …..

Then …..

After that …..

Finally …..

To cut a long story short …..

So in the end …..

All in all …..

1. Choose a special event that has happened at your school or in your town that everyone in the group can remember. It could be your last school speech day or sports day, a national celebration, or a religious festival.

2.Prepare a radio report of the event. You can write your report first , and then practise it aloud.

In the above example, learners are asked to discuss in groups and to prepare a radio report about a special event that has happened at their school.Then,they write their report first, and finally practise it aloud.Therefore, this helps them to learn how to prepare a report. But, the input has no authenticity.

4.2.1. Inputs and Speaking Activities

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. Authentic texts are materials which are not prepared for learning purpose. As to the advantages of authentic materials, Richards and Rodgers (2001), claimed that: firstly, they have positive effect on learners' motivation; secondly, they provide exposure to real language; thirdly, they support a more creative approach to language teaching and lastly, they provide authentic cultural information about the target culture.

However, lack of authentic materials decreases learners' interest and affect their engagement in doing various types of activities. Students need to be provided opportunities which involve them in real communication and genuine language use drawn from variety of sources. Some of the authentic materials are:video recordings, field trips, visual aids,TV, radio, magazine, newspaper and so on. But, some of the authentic materials are not found in the students' textbook.

Inputs and objectives in the textbook go with each other. The majority of the speaking tasks reflect objectives of the tasks. Let us see the following example.

Example: 4

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

- Discuss common accidents

- Use question words to ask questions

- Role-play scenes relating to the First Aid

- Describe pictures showing potential accidents

Most of the speaking tasks under unit two reflect the above objectives and it is about accidents, asking questions, role play and talk about the pictures. And the inputs for the exercises are pictures to match with their description in the form of sentences. Therefore, learners can match the pictures of accidents with their meanings which are given in the form of statements.

4.3. 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. In addition, in the teaching learning process teachers and learners have their own roles to play. But, their roles are various depending on the methodology employed in the classroom. Roles should be as clear as possible. Learners and teachers need to identify what to do.The more they know their roles the more they become energetic and ready to act their roles. In the traditional pedagogy, most of the roles are given to the teachers and types of activities were mostly drills. On the other hand, in the communicative language classes, students take various roles as compared to the traditional classes.

Table 5: Roles of Teachers and Learners in the Speaking Tasks in Grade 10 English Textbook

Components of Communicative Tasks	Units	Roles
Roles of teachers	1	• Introduce any new vocabulary before students discuss the questions in small groups • Revise the use of going to for future plans • Write model pronunciation of the short forms for some examles on the chalkboard
	2	• Start by asking students to suggest any words they know about accidents • Revise the use of the words which ? what ? and how ? • Encourage students' to act out dialogues • Teach the use of the reflexive pronouns himself and herself • Revise the use of the simple past tense and the present perfect tense
	3	• Ask voluntary to relate a story they know • Write the list of story –telling phrases on the board

		4	• Write different ways to express agreement and disagreement on chalkboard
			• Ask students for different ways of saying sorry and write them on the chalkboard
			• Revise the expressions for asking for and giving an opinion
			• Model the word stress in the sentences
		5	• Express opinion
			• Teach the use of who as the subject or object of questions
			• Write examples of phrases with comparatives or superlatives on the chalkboard
		6	• Write various social expressions on the chalkboard and model some examples
			• Devide the students into groups and give them listed problems
			• Write the answers on chalkboard
		7	• Ask students to look at the list of disasters in the box and to group them into natural and man-made
			• Prepare a general knowledge qui
		8	• Devide the class into groups and write the list of topics on the board
			• Model the falling intonation of who or what and write them on the chalkboard
		9	• Devide the students into two groups
		10	• List their suggestions on the chalkboard
			• Model the pronunciation and write some examples on chalkboard
		11	• Revise the use of the present continuos tense
			• Read the list of structure aloud and highlight the pronunciation of each sentences
		12	• Itroduce the topic births, weddings and funerals

		• Introduce and practice the target language
Roles of learners	1	• Talk about sports in a small group • Practice a dialogue using going to • Prepare a presentation by selecting a topic
	2	• Take part in a group discussion and role play • Describe pictures of accidents by using going to • Ask and answer questions using present perfect tense
	3	• Talk the story of Ben and the Devil • Take part in group discussion and role play • Express opinions • Prepare a radio report of an event
	4	• Use the expressions of apologizing in sentences • Take part in a group discussion and role play • Practice the pronunciation of some words • Make a dialogue
	5	• Express their own opinion • Ask and answer questions about the diagram • Practice the pronunciation of words • Make sentences describing different products, using the adjectives • Talk about a fact and an opinion
	6	• Brainstorm the reasons why people take drugs • Take part in a group discussion and role play • Prepare a short talk for their school's anti-drug club • Use various social expressions to talk about problem • Discuss in group and role play • Prepare speeches for the the debate

		•	Match key expressions with the diagrams
	7	•	Brainstorm in group the causes for disaster
		•	Use social expressions showing uncertainty
	8	•	Identify the main problems Ethiopia faces in achieving education goals
		•	Take part in group discussion
		•	Pronunciation practice
	9	•	Conduct interview about job
		•	Use exprssions to guess an object
		•	Conduct an interview
	1o	•	Take part in group discussion
		•	Make a dialogue
		•	Describe the different sources of energy
		•	Use modal verbs to make suggestions
		•	Explain how to do something
	11	•	Talk about the future by using going to
		•	Make a list of their achievements
		•	Conduct an interview
		•	Practice the pronunciation
		•	Conduct job interview
		•	Make a dialogue
	12	•	Describe pictures
		•	Role play
		•	Make a dialogue
		•	Talk about ceremony
		•	List the ways of making generlisation
		•	List social expressions for making exceptions

As it can be observed from the above table, there are roles given to teachers and learners to take part in the given speaking tasks. In the students' textbook, the role of learners is clearly stated. But,the role of teachers is not stated in the students' textbook at all.The roles of teachers are stated in grade ten English syllabus and they could help both the teachers and students to carry out their tasks properly. According to the predetermined goals and most of the roles given to the teacher are leading and running students activity. Moreover, most of the tasks in the textbook are student centered, which is one of the principle of communicative language teaching.

4.3.1. Roles and Tasks

Regarding the roles of learners, the information in table 5 above reveals that a lion's share role is occupied by the learners in doing the speaking tasks. Learners are expected to work together with their friends. Each classroom activity requires the cooperation and participation of every student.Therefore, they will develop cooperation among each other and they will be good in handling conversations. In communicative language teaching, students' contribution on the subject of performing a task is paramount. In addition, the nature of activities invite learners to become negotiators, catalysts and communicators of the target language. Let us see the following example.

Example 5 (page 194)
Talk about the future
1. What do you think your own village or town will become after 10 years?
 Work in a group and express your opinions about this using social expressions such as:
☐In my opinion ….
☐I think …..
☐I suppose ….
☐I'm sure that …
2. Write your opinions and give your reasons for each sentence.
Choose a group leader to present the results of your discussions to
the rest of the class.
Example:
I think my village will have its own electric power.

In the above activity, it is apparent that learners provided a big share role in doing the given speaking task. In this activity, they are asked to talk about the future, i.e. how their town will look like in the coming ten years. Thus, they are asked to discuss in group then present their result of discussion. In this case, there is no chance for the teacher to provide the knowledge, except facilitating or monitoring their discussion. Therefore, learners can have their own time to raise issues and to talk about them very well. Moreover, the topic appears to be curious in making students interested in discussing the issue. Look at the following example.

Example 6 (page 104)

Debate

Work in groups and in your group, choose one of the following topics to debate:

a. All drug addicts should be sent to jail

b. Alcohol should not be sold to people under 30 years of age

c. Cigarettes should be banned in Ethiopia

Make notes for or against your chosen topic, then prepare speeches for the debate. Your teacher will invite each group to present these speeches to the other groups who have chosen one of the other three topics, so that everybody has a chance to listen to a debate on each of the topics.

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

Example 7 (page 7)

 Talking about future plans

1. Work in pairs and groups to practise this dialogue. Example:

Student A: I 'm going to go shopping this afternoon.

Student B: Well, I 'll come with you.

2. Now make similar dialogues and try to act out your dialogues in front of the class.

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

4.4. Settings

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

Table 6: Setting of the Speaking Tasks in Grade 10 English Textbook

Components of Communicative Tasks	Units	Occurrences of the Speaking Tasks' Setting in each Unit
Setting	1	• Group work (talking about sport) • Pair work (talking about future plans) • Group work (health and fitness)
	2	• Pair work (accidents) • Pair work (asking questions) • Group work (role play) • Pair work (talk about the picture)
	3	• Pair work (re-tell the story) • Group work (plays) • Group work (a radio report)
	4	• Pair work (using so and neither) • Group work (apologizing) • Whole class work (group discussion) • Individual work (pronunciation –stress)
	5	• Group work (express your opinion) • Pair work (using the question words who? and why?) • Group work (pronunciation) • Pair work (describing objects)
	6	• Group work (talking about drugs) • Individual work (the anti-drug club) • Group work (discussion problems) • Pair work (role play a conversation) • Whole class work (debate)
	7	• Group work (talking about natural disaster) • Group work (genera knowledge quiz)
	8	• Group work (discussing statistics) • Group work (education topics) • Pair work (pronunciation practice) • Individual work (pronunciation practice)
	9	• Group work (asking questions) • Group work (role play) • Pair work (a gussing game)
	10	• Group work (what can we do to solve the energy crisis ?) • Group work (different kinds of energy sources) • Pair work (how to do something)
	11	• Group work (talk about the future) • Individual work (records of achievement) • Pair work (role play an interview) • Group work (job interview) • Pair work (discussion)
	12	• Pair work (describing pictures) • Pair work (role play) • Individual work (talking about ceremonies) • Pair work (making generalization) • Group work (making exceptions)

As it can be seen from the table above, most of the speaking tasks promote the use of pair /group work which is suggested as the most effective and appropriate classroom organization. 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 flexible for oral communication in the classroom as well as in other situations.Therefore, it can be concluded that the settings of the speaking tasks found in the students' textbook give opportunities for the students to learn and use the language in more natural and meaningful way thereby helping them to become autonomous learners. The following example shows this.

Example 8(page 155)

Role-play

1.Work in groups to find out about the jobs of the following people:

River fisherman   marine biologist   pearl diver   shipbuilder   fishmonger

2.Now work in pairs to choose one of these jobs. Student A interviews student B about the job and completes the following fact files, based on the answers given by student B ,who must role-play the person being interviewed.

Name:

Age:

Job:

Duties:

Biggest challenge or difficulty*:*

Best day or greatest success:

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

Generally, there are various types of speaking tasks in the textbook and they promote pair and group work. The topics are also motivating because most of them are familiar with the students' routine. These kinds of speaking tasks help learners enrich their experience, awareness of the real society and improve their knowledge by updating themselves. Besides, they are done in group/pair work. Therefore, they allow learners to interact with each other. The more the students interact with each other the more they learn to take turns in conversation and understand how others feel. Group and pair work tasks also allow learners

develop a sense of cooperation and confidence. Students will be interested and motivated in taking part in the speaking tasks.

The textbook also incorporates different types of speaking tasks. Like debate, dialogue, role play, discussion, interviewing and so on, it will help students solve their communicative problems and provide them with different types of activities in order to develop their communicative competence. In most of the speaking tasks, students are asked to communicate with each other. They can develop the skill of conversation with others, confidence, pronunciation and fluency. Therefore, these all make them competent enough in their speaking skill. Thus, it would be possible to say that there are sufficient speaking tasks with different topics. But, there are some repetitive activities that ask students to do in group and pair work and this will make them bored.

4.5. Motivational Value of the Speaking Activities in theTextbook

Scholars in general agree that motivation is the most important factor that affect success in language learning. 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 and if that goal is sufficiently attractive, we will be strongly motivated to do whatever to reach that goal. The topics in the textbook seem to appear familiar to the learners, except some pronunciation practice of speaking tasks, which have more of pedagogic nature than being communicative. Let us see the following example.

Example: 9 (page 217)

Talking about ceremonies

1.What information or experience do you have about the following topics: births, weddings, funerals?

Tell your teacher which of these ceremonies you have witnessesd; you will then be devided into groups according to the ceremony you have information about.

2.In your group, ask and answer questions about the ceremony, then complete the following chart:

Kind of ceremony	
Clothes worn	
Gifts given	
Songs, plays or dances performed	
Foods and refreshment eaten	
Regional/cultural differences	
Religious differences	

3.Now work in pairs to ask and answer questions about your completed chart, using the present perfect and past simple tenses.

Examples:

Have you ever attended a wedding ceremony? Yes, I have.

Did you take part in a dance? No, I didn't.

What did people eat and drink? People ate tibs and drank fruit juice.

From the above example, it is possible to say that the task promotes the use of real world language use. For example, it talks about ceremonies. Therefore, this will make learners active in raising ideas about their favorite ceremony. Whenever students are asked to do what they know, they will be more motivated. But, if the learners are asked about issues they have no idea about it, for example, *prom*, a party which is known by British, then they may get tired of discussing it for they got nothing to talk.

On the other hand, some speaking tasks deal with the linguistic aspect of language than communication nature.Therefore, learners may not find them interesting as long as they are not familiar with them too. In addition, such speaking tasks do not reflect the use of real world language. As a result, they will not be motivated. Let us see the following example regarding this point.

Example 10 (page 148)

Pronunciation Practice

Question forms of who? or what? Phrasal verbs have a falling intonation.

Examples:

Who is the teacher talking ↓to?

What is the caretaker looking ↓ at?

According to the above examples, it is possible to say that some of the speaking tasks have more structural (form) aspects than communicative in nature. Therefore, learners may not be motivated to talk each other except practising the task individually.

4.6. Authenticity

As stated in the literature review, authentic texts are those that have been produced in the course of genuine communication and not specially designed for language teaching purposes. Authentic texts provide students with practice on listening and reading genuine language drawn from a variety of sources. Example of authentic text material which include texts, video tapes, audio recordings, TV and radio broad casts, conversations, interviews, announcements, field trips (Nunan, 1999).

In the textbook, there are some authentic materials and among them there are pictures of people about different sport practices, pictures of accidents, traditional stories, a radio report, photographs of different disasters, photographs of ceremonies from Ethiopia, India, Africa and Japan. The following are examples that indicate authenticity of the tasks in the textbook.

Example: 11 (page 36)

Re-tell the story

1.Work in pairs to tell each other the story of Ben and the Devil.

2.In groups, discuss what you think of poor Ben. Was he a good and wise man? Do you think he should have sold his soul to the Devil? If you didn't have any money, would you do what poor Ben did? Does having a lot of money make you happy? Make notes of your discussion, then hold a debate on the motion " It is better to have health than wealth."

3.In your group, make a list of some other traditional stories, then choose one to re-tell to the class.

In the above example, the subject is about re-tell the story, which are not prepared for primary purpose of teaching. In this way, learners may have the exposure to know stories of different countries which they did not know before. This will also make them think of and raise different Ethiopian traditional stories in order to discuss more regarding the issue story.

Example: 12 (page 210)

Describing pictures

Look at these photographs of ceremonies from Ethiopia, India, Africa and Japan. Work in pairs to describe what you can see in each picture, then write 'thought bubbles' to describe what people in the pictures are thinking/ saying.

It can be understood from the above example that the activities are authentic. Because the tasks give learners opportunity to practice various pictures of different countries and the pictures are not set for the sake of learning in the first place; but, the author of the textbook collected them and wrote in the book in a way it could help the learners to understand different things easily.

4.7. Real world use of language

Classroom tasks that develop learners' ability to express their ideas/opinions orally are important component of a language course(Ur, 1996). As it was mentioned earlier, most of the speaking activities are familiar to the students. Thus, they will perform interesting and

motivating activities. Moreover, the activities reflect real world use of language.

Example: 13 (page 194)

Records of achievement

Make a list of your achievements, both academic and non-academic, both in school and outside school. Now work in pairs to advise your partner about career choices based on your lists.

According to the above example, learners are asked to list their achievements, both academic and non-academic, both in school and outside school. Then, they do in pairs to advise his/her partner about career choices based on his/her lists. Therefore, the topic of the speaking task reflects real world use of language. In such a way, they present situations which are familiar to the students' day to day life. And students share experience in their everyday life.

Example: 14 (page 120)

Talking about a natural disaster

Which of these disasters do you think are man-made and which are natural? Some of the ones in the box below can be natural, some man-made, and some with elements of both. For example:

Flooding is caused by heavy rain but made worse by deforestation.

flooding	earthquake	bush fire	drought
		soil erosion	
volcanic eruption	oil spill		

Work in groups to select one of these disasters, then brainstorm in your group the causes for the disaster and any words related to it, and present your results to the rest of the class.

In the above example, learners are asked to work in groups and to classify the causes of the disasters as man-made, natural and some with elements of both.This way students could have the chance to talk variety of ideas regarding the issue. However, there are also some speaking tasks which do not promote communicative use of language; it rather focuses on form. Let us see this in the following example.

Example: 15 (page 185)

Alternative sources of power

1.Look at this sentence:

Instead of getting energy from electricity, a house could get power solar panels. Notice the pattern instead of + -ing in the sentence. Listen to your teacher who will give you some other examples of sentences using this pattern. Practise saying these sentences in pairs.

2.Work in groups to discuss alternative means of power things, using this pattern.

3.In your group, discuss what kind of energy Ethiopia should invest in: hyro-electric power, nuclear energy, fossil fuels, etc using the information from the reading texts. Use modal verbs could, may, might (see unit 4 A4.3) to make your suggestions.

Examples: Ethiopia could invest in wind power technology.

    Solar power might be cheaper than oil.

    Nuclear power may not be the answer to Ethiopia's energy problems.

According to the above example, the task requires students to know some patterns of grammar and their usage. The focus of the task is more on form (pattern) than communication. Therefore, it can be said as there are also tasks that have more of linguistic aspect than communicative nature. In this way, real world use of language is not reflected.

4.8. Purposefulness

As stated in the literature review, 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, learners should have a desire to communicate in the target language. In addition, tasks should have purpose for using the language, and this purpose is the most important part of communication. Therefore, students' attention should be centered on content.What is being said or written but not, on the language form that is being used (Harmer, 1991). Most of the topics in the textbook are familiar to the learners' day to day life.
 For instance, there are topics which talk about Sports and Fitness, Reading, Advertising, Education, Energy and so on. In the lower grade levels, they got the opportunity to be told

about such issue. Therefore, they have got points to talk about and this makes them interested and motivated. Let us see some examples below.

Example: 16 (page 98)

Discussing problems

1.When talking about various problems, you can introduce different points by using the following expressions:

The trouble is…

The problem is…

The awful/worst/ terrible thing is …

Don't forget that …

In a case like this …

In a situation like this …

In this sort of situation …

2.Work in two teams, each person chooses one of the following problems and notes down some ideas about it: Smoking, Drugs, Unemployment, Stealing, Alcohol, Learning English and Forgetting to do your homework.

Team A then chooses a topic and Team B has to say a related sentence within a limited time, using one of the above expressions. Your teacher will tell you when your time is up.

Example:

Smoking- The trouble is that you need will power to stop.

If Team B makes a suitable sentence in the time given, they score a point. Teams then swap roles and the team with the most points at the end is the winner.

In the above example, students are asked to work in teams and discuss things which are related to their selected topics from the lists. The topics promote the use of pair and group work so as to do most of the activities. The topics on the other side appear to be interesting which fits with students age. So that, they are found to be motivating to reflect use of real world use of language. When students engage in such kind of activities they can understand

something essential to the related issues outside the classroom and again this way the tasks can be taken as purposeful for they could prepare students to talk such issues outside the classroom. Look at the following example.

Example: 17 (page 78)

Expressing opinions

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

☐Reading newspaper is a waste of time.

☐Magazines are more interesting than newspapers

☐There is too much sport on television.

List the points to agree or disagree with the chosen topic. Read each point

aloud and let members of your group express simple counter arguments

for or against it, using the following opinion expressions:

☐I think …

☐I suppose …

☐I'm pretty sure that…

☐It's my opinion that …

☐I'm convinced that …

Write down these opinions in your exercise book.

2.Choose a presenter from your group to present your arguments for

or against each topic to the rest of the class.

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

4.9. Pair and Group Work

As mentioned earlier in the literature review, if language is viewed as an interactive tool, then it should be taught interactively. Speaking is an active process rarely carried out in isolation; so it is a natural framework for interaction i.e. talking to somebody as in real life (Seligson, 1997). The speaking tasks in the textbook promote the use of pair and group work practices. The speaking tasks encourage learners to work in groups and pairs with their friends. Look at some examples.

Example: 18

Class survey

1. Using the information from the activity above, work in groups to conduct a class survey of spare time. Make a chart to record the information you have collected under the following headings:

 individual activity　　　group activity

2. Work in pairs or groups to analyze the survey and make sentences about it, using the determiners none,majority, some and all .

Example:

 Majority of the students enjoy walking.

None of them like swimming

All of them enjoy eating.

Some of them like playing foot ball.

In the above activity learners are asked to work in groups to gather information about their spare time. The topic of the speaking task by itself appears to be familiar and interesting. Therefore, students can do it interestingly and has got a purpose in making students use such language outside the classroom. Moreover, the tasks promote the use of pair and group work activities.

Example: 19 (page 204)

Discussion

Look *back* your vocabulary lists and the social expressions list and choose a topic to discuss in pairs. Using these lists, take it in turns to build mini-conversations.

 Example:

Student A: Tell your partner a problem (for example, There are not

enough girls in high school.)

Student B: Give a reason (for example, yes, I agree with you.)

Student A : Give a reason (for example , one reason for this is because

girls don't pass the primary school exam.)

Student B: Give the most important point from your opinion (for example, in my opinion , it is because girls are needed at home.)

Student A: Give your most important point (for example , I think it is because many girls are told to marry early.)

Student B: Give a solution (for example , I think boys should help in the home.)

Student A: Agree or disagree (for example, I don't.)

According to the above example, the speaking tasks promote a group discussion.
 Therefore, learners can come up with different ideas and can have a hot
discussion. In addition, they will be able to share different kinds of important ideas
regarding the issues which they did not know before.

4.10. Stages of the Task

As it is stated in the literature review, a task or an activity must include a pre-task, a while-task and a post -task. In adition,the organization of an activity and the instructions the teacher gives are of vital for the learners to be able to perform the task successfully. Harmer (1991), says that an activity can be divided into the following parts: a lead in where the teacher introduces the topic; and the instruction, that he/she orders exactly what to do the activity. The teacher also initiates the learners perform the task, and finally she/he organizes feedback. However, most of the speaking tasks in the textbook do not promote the uses of pre, while and post tasks. The tasks start by telling students to do the activities directly without giving them a chance to think of the topics. Let us see some examples below to explain this point.

Example: 20 (page 68)

Group discussion

1. Copy these headings into your exercise book. Add expressions from

the discussion above to the correct column.

Asking for an opinion   giving an opinion   agreeing   disagreeing

What do you think…?

2. There is only enough medicine to treat three of the villagers who are suffering from

AIDS. Who of the following should be given the medicine?

. A young mother of two children whose husband has already died from the disease.

. A five-years-old child.

. A young university graduate who wants to become a doctor.

. The father of the family of six children.

. A religious leader.

. A hearing-impaired 18-years-old.

In your group, discuss the issues involved, asking the opinion of others in the group and

expressing your own opinion with supporting examples and facts, then, as a group, come to

a decision.

3.Share your ideas and reasons in a whole-class discussion.

From the above example, it is clear that the task promotes group interaction,

which is a very important element in letting students express their ideas freely and

openly. In addition, the issue raised seems interesting. However, the task doses not

promote stages of tasks and give students a chance to think of the topic before starting

the activity and finally to organize any feedback.

 This does not mean that all activities are the same in promoting the stages of tasks.

Some tasks fulfill the three stages; i.e. pre, while, and post. Below is an example.

Example: 21 (page 201)

Role-play an interview

1. Look at the following expressions you can use to clarify a statement you have made during

discussion or an interview :

☐What I mean is …

☐What I meant was …

☐Let me put it another way …

☐Let me re-phrase what I just said…

☐The fact of the matter is …

☐Do you really mean that ?

☐I 'm afraid that just is n't true.

2.Listen and note the pronunciation as your teacher says examples of these expressions.

3. Look at this list of extreme statements:

I don't make grammar mistakes.

Students are lazy.

Girls should not apply for the same jobs as boys.

Working in a factory is boring.

I want to set up my own business.

Work in pairs to moderate these statements, using a correcting/clarifying phrases.

Examle:

Student A: I don't make grammar mistakes.

Student B: Do you really mean that?

Student A : Well, what I mean is I only make errors in writing and always correct them immediately afterwards.

3.Look at these social expressions to re-state and make something more clear:

In other words…

So what you are saying is…

If I understand you correctly…

So you mean that…

Work in pairs to conduct an interview. One student is a journalist and the other an interviewee. Using interview questions similar to those in Listening B11.1 and re-stating phrases from the list above, role-play conversation between the two.

As it is mentioned in the above example, the task promotes pair work, and lets students interact each other. The activity fulfills pre, while and post tasks. i.e. it first gives them a chance to think of ways of how they can show they can ask for clarification and then to discuss some of related points with their teacher. Finally, the task ends up by giving them a chance to practice it with their friends.

4.11 Students' Perceptions of the Speaking Tasks of Grade Ten Textbook

There are nineteen items prepared for the students to evaluate their perceptions of the speaking tasks. Regarging this issue, a questionnaire was prepared for 80 students. Out of 320 students in grade 10 of the school, 80(25%) students were taken as sample. The data was gathered in November, 2020.

Table 7: Analysis of Data Related to the Students' Perceptions (1-10)

No	Statements	SA	A	UN	D	SD	Total
1	The objectives of the speaking tasks are clear.	10 12.5%	62 77.5%	8 10%	-	-	80 100%
2	The objectives of the speaking tasks can be attainable.	7 8.75%	70 87.5%	-	3 3.75%	-	80 100%
3	The instructions give to the speaking tasks are clear and understandable.	50 62.s%	20 25%	-	10 12.5%	-	80 100%
4	The speaking tasks initiate my background knowledge.	15 18.75%	60 75%	5 6.25%	-	-	80 100%
5	Most of the speaking tasks in the textbook are familiar to me.	3 3.75%	72 90%	5 6.25%	-	-	80 100%
6	Most of the speaking tasks are interesting and motivating to me.	8 10%	65 81.25%	-	7 8.75%	-	80 100%
7	The speaking tasks in our textbook encourage us to do in pair and group work.	68 85%	9 11.25%	3 3.75%	-	-	80 100%
8	Most of the speaking tasks in the textbook let us to use pictures, tapes and videos.	-	24 30%	-	48 60%	8 10%	80 100%

9	The speaking tasks help me to use English outside the classroom.	5 6.25%	64 80%	-	11 13.75%	-	80 100%
10	The speaking tasks in the textbook have many activities to be done individually.	-	10 12.5%	3 3.75%	67 83.75%	-	80 100%

As shown in table 7 above, the first item asks sudents whether the objectives of the speaking tasks are clear or not. The majority 62(77.5 %) of the students agreed that the objectives of the speaking tasks are clearly stated in the textbook. In addition, 10(12.5 %) of the students strongly agreed and the rest 8(10 %) students remaining undecided to this point. Based on the students' responses, it can be deduced that the objectives of the speaking tasks are clearly stated in the textbook.The second item states that the objectives of the speaking tasks can be attainable. The majority 70(87.5 %) of the students agreed that they can be attainable. Besides, 7(8.75 %) of the students strongly agreed and the remaining 3(3.75 %) disagreed regarding this point. From this data, it can be inferred that the objectives of the speaking tasks are attainable.

The third item asks students whether the instructions give to the speaking tasks are clear and understandable or not. The majority 50(62.5 %) of the students strongly agreed that the insructions are clear and understandable; 20(25 %) of the students agreed and the rest 10 (12.5 %) disagreed with this point. Based on the respodents' ideas, it is suggested that the instructions give to the speaking tasks are clear and understandable. The fourth item asks learners whether the speaking tasks initiate their background knowledge or not; 60(75 %) of the students agreed that the speaking tasks initiate their background knowledge. 15(18.75%) of the students strongly agreed and the rest 5(6.25%) undecided to this point. From this data, it can be deduced that they initiate their background knowledge.

 The fifth item asks students whether the speaking tasks are familiar or not, 72 (90%) students agreed which means that the students judged as the topics are familiar to their day to day life; 3 (3.75%) students strongly agreed and the rest 5(6.25%) students remaining undecided on the point. Based on the learners' responses, it would be possible to say that most of the speaking tasks in the textbook are familiar to them. Besides, the sixth item asks students whether the speaking tasks are interesting and motivating. Most 65(81.25%) of the students agreed that the speaking tasks in the textbook are interesting and motivating; 8(10%) of the

students strongly agreed and the rest 7(8.75 %) of the students disagreed with the point. From this item, it can be deduced that most of the speaking tasks are interesting and motivating to them.The seventh item asks students whether the speaking tasks encourage them to do in pair and group or not; 68(85 %) of the students strongly agreed that most of the speaking tasks in the textbook encourage them to do in pair and group; 9 (11.25 %) of them agreed and 3 (3.75 %) of the students responsed undecided. According to the respodents' ideas, the speaking tasks in their textbook encourage them to do in pair and group work.

The eighth item is about using authentic materials of speaking tasks in the textbook. And the students are asked whether the textbook let them to use different kinds of pictures, tapes and other audio- video materials in speaking tasks. However, 48(60%) of the students disagreed with this point. But,24 (30 %) of the students agreed that the speaking tasks permit them to use such materials when learning speaking skill. And the rest 8(10%) students put marks on undecided position. From this data, it can be inferred that most of the speaking tasks in the textbook lack authenticity in promoting their speaking skill. The ninth item, states that the speaking tasks let students use the target language outside the classroom, 64(80%) students agreed that the tasks help them use the target language outside the classroom; 11(13.75%) students disagreed as the tasks do not help them. The remaining 5(6.%) of the students strongly agreed. Based on the students' ideas, it can be concluded that the tasks help them to use English outside the classroom.

The tenth item asks students the speaking tasks in the textbook have many activities to be done individually; 67 (83.75 %) of the students disagreed with this point. The students do the pronunciation tasks only individually. 10 (12.5 %) of the students agreed and the rest 3 (3.75 %) of the students responsed undecided. From this data, it can be deduced that the speaking tasks in the textbook do not have many activities to be done individually.

To conclude, from the above data, it would be possible to say that the students have positive perception about the speaking tasks in the textbook. Most of the students answered agree and strongly agree with stated ideas.

Table 8: Analysis of Data Related to the Students' Perceptions (11-19)

No.	Statements	SA	A	U	D	SD	Total
11	The speaking tasks in the textbook make us to reflect our idea.	15 18.75%	45 56.25%	5 6.25%	12 15%	3 3.75%	80 100%
12	The speaking tasks in the textbook help me to get peer and teacher feedback.	13 16.25%	62 77.5%	5 6.25%	-	-	80 100%
13	The speaking tasks invite us to use the target language.	20 25%	54 67.5%	-	6 7.5%	-	80 100%
14	The speaking tasks are varied.	68 85%	10 12.5%	2 2.5%	-	-	80 100%
15	The speaking tasks help the teacher facilitate our activities.	18 22.5%	59 73.75%	3 3.75%	-	-	80 100%
16	The speaking tasks can be accomplished within the time frame planned.	-	22 27.5%	9 11.25%	44 55%	5 6.25%	80 100%
17	The speaking tasks in the textbook improve my speaking skill.	8 10%	56 70%	-	14 17.5%	2 2.5%	80 100%
18	The speaking tasks in the textbook help me to improve other language skills.	12 15%	48 60%	7 8.75%	13 16.25%	-	80 100%
19	The speaking tasks in the textbook integrate the other skills.	60 75%	11 13.75%	-	9 11.25%	-	80 100%

As indicated in table 8 above, the eleventh item states that the speaking tasks in the textbook make students to reflect their ideas; 45 (56.25%) of the students agreed that they make them to reflect their idea. 15 (18.75 %) of them strongly agreed and 12 (15%) of the students disagreed with this point. Based on the respodents' ideas, it can be said that the speaking tasks in the textbook make them to reflect their ideas. In addition, the twelfth item states that

the speaking tasks in the textbook help students to get peer and teacher feedback.The majority 62 (77.5%) of the learners agreed that the speaking tasks in the textbook help them to get peer and teacher feedback;13 (16.25%) of them strongly agreed and the rest 5 (6.25%) replied undecided. From this data, it can be deduced that the speaking tasks in the textbook help them to get peer and teacher feedback. Besides, the thirteenth item asks students the speaking tasks invite them to use the target language; 54 (67.5 %) of the students agreed that they invite them to use the target language. 20 (25%) of the students strongly agreed and the remaining 6 (7.5%) of them disagreed regarding this point. Based on the students' ideas, it can be inferred that they invite them to use the target language.

The fourteenth item states that the speaking tasks are varied; 68 (85%) of the students strongly agreed that the speaking tasks are varied. As stated in the content analysis, there are various kinds of speaking tasks in the textbook. For example, role play, game, dialogue, debate, interview, pronunciation and so on. 10 (12.5%) of the learners agreed and the rest 2 (2.5%) responsed undecided. As indicated in table 8 above, it is suggested that the speaking tasks are varied.

In addition, the fifteeth item asks students the speaking tasks help the teacher facilitate their activities; 59 (73.75%) of the students agreed that they help the teacher facilitate their activities. 18 (22.5%) of them strongly agreed about this point and the remaining 3 (3.75%) replied undecided. From this data, it would be possible to say that the speaking tasks help the teacher facilitate their activities.

Moreover, the sixteenth item states that the speaking tasks can be accomplished within the time frame planned; 44 (55%) of the students disagreed that the speaking tasks cannot be accomplished within the time frame planned. 22 (27.5%) of the students agreed and 9 (11.25%) of them put undecided. Accordng to the students' responses, it can be deduced that the speaking tasks cannot be accomplished within the time frame planned.

In addition, the seventeenth item asks students whether the speaking tasks in the textbook improve their speaking skill or not; 56 (70%) of the students agreed that they improve their speaking skill. 14 (17.5%) of the students disagreed regarding this point and 8 (10%) of them strongly agreed. From this item, it can be inferred that the speaking tasks in the textbook improve their speaking skill. Besides, the eighteenth item asks students the speaking

tasks in the textbook help them to other language skills; 48 (60%) of the students agreed the speaking tasks help them to improve other language skills. 13 (16.25%) of them disagreed with this point and 12 (15%) of the learners strongly agreed. Based on the students' ideas, it is suggested that the speaking tasks in the textbook help them to improve other language skills. The last item asks students the speaking tasks in the textbook integrate the other skills; 60 (75%) of the students strongly agreed that the speaking tasks integrate the other skills. 11 (13.75%) of them agreed and the rest 9 (11.25) of the students disagreed with this point. From this item, it can be deduced that the speaking tasks in the textbook integrate the other skills.

Generally, from the above data, it would be possible to say that the students have positive perception towards the speaking tasks in the textbook. Most of the students answered agree and strongly agree with the stated ideas.

4.12 Teachers' Perceptions of the Speaking Tasks in Grade Ten Textbook

In Kuergeng Secondary School, there are four English teachers who teach grade ten students. All of them were selected for interview. Seven questions were prepared for the EFL teachers' interview.

The first item is about clarity of the goals of the speaking tasks in the textbook. As the teachers answered, the goals are clear in the way that teachers can understand it easily. For example, T1 said, "I think the goals of the speaking tasks are clearly stated in the textbook."The second item is about familiarity of the topics of speaking tasks in the textbook. As the teachers answered, the topics of the speaking tasks are familiar to the students because they make them to use their background knowledge. Whenever they are asked to do some activities students have points to talk about. For example, T2 yes, most of the topics of the speaking tasks are familiar to the students' day to day activity.The third item asks teachers whether the speaking tasks are interesting and motivating. According to the teachers' responses, as long as topics in the textbook are familiar to the students, students find them interesting, because they may not find a difficulty in trailing thoughts to talk about. This way, students are motivated to carry out the speaking tasks for they have ideas about. For example, T3 stated that most of the time learners are more interested and motivated in speaking classes than others.

The fourth item is about purposefulness of the tasks in making the students use the target language outside the classroom. As teachers mentioned, most of the speaking tasks are determined, because they ask students to do tasks which they could use outside the classroom in real life. The topics are well-known, and students are interested and most of the tasks have a real world nature. Therefore, it can be concluded that they are purposeful.

The fifth item asks teachers whether the speaking tasks encourage students to do in group or not and teachers' and students' role. As the teachers answered, most of the speaking tasks are student centered, which asks students to perform the activities by themselves. Teachers have mostly a guiding role in the classroom. And sometimes they also have roles to play in the given tasks. In addition to this, the tasks permit students to work in pair and group. For example, T4 stated that most of the speaking tasks encourage pair and group work activities except pronunciation practices.

The sixth item is about stages of tasks of speaking tasks. According to their answers, the speaking tasks do not fulfill stages of tasks, that is pre, while and post stage of activities. The activities simply start by asking the students to do exercises. Even though the tasks allow teachers to interfere in the middle or to ask questions and sometimes to generalize; the activities do not have these three stages. For example, T5 reported that most of the speaking tasks do not fulfill the three stages of tasks.

The last question is about authenticity of the inputs in speaking tasks. As the teachers mentioned, the textbook lacks authentic inputs which are especially important to improve the learners' speaking skill. Even though students need to have an access in using audio-video materials, the text book does not bring up such materials. But, there are some pictures, graphs and model dialogues used in the textbook.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5. 1 Summary

The main objective of this study was to analyze the speaking tasks of grade ten English textbook which is currently in use. The study aimed to see whether the speaking tasks in the textbook are designed in light of current communicative tasks. In order to achieve this objective, a descriptive survey design was used. Both qualitative and quantitative research approaches have been used. The instruments that were used to collect data for this research were textbook/content analysis, questionnaire and interview. Content analysis was used to analyze the speaking tasks presented in the textbook using Nunan's (1989) framework which considers the components of communicative tasks (goals, inputs, roles, settings and activities) as well as the checklist for evatuating tasks. The questionnaire used to find out students' perception of the speaking tasks in the textbook and interview used to investigate teachers' perception of the speaking tasks in the textbook.

The textbook analysis and interview were analyzed qualitatively through description. In addition, the close ended questionnaire was analyzed quantitatively. The findings show that, most of the speaking tasks meet the five components of communicative tasks as well as the criteria set on the checklist. But, some of the speaking tasks did not meet the criteria. The result of the questionnaire and interview show that the topics in the textbook are familiar, motivating and interesting, suitable for group work and develop students' speaking skills to use the language outside the classroom.

5.2. Conclusions

This study has analyzed the speaking tasks of grade 10 textbook to see wether the speaking tasks are set in the light of current theories of communicative tasks using Nunan's (1989) framework which considers the components of communicative tasks (goals, inputs, roles, settings and activities) as well as the checklist for evaluating tasks.

As the findings of the study revealed, the speaking tasks found in grade ten textbook are designed fulfilling most of the relevant criteria of the checklist. Based on the findings of the study, the following conclusions are made.

➢ Goals of the speaking tasks in the textbook meet the needs and interests of learners and they are clearly stated.

➢ Contents as input are familiar to the students.They also give sufficient context for the learners to practice speaking in the classroom. But,the speaking tasks lack adequate authentic materials in the students' textbook.

➢ The roles of the students in the speaking tasks are clearly stated in the textbook.The teachers' role is not stated in the textbook, but, they are stated in the teacher's guide.

➢ The speaking tasks in the textbook meet the principle of the nature of communicative tasks. The activities are motivating, purposeful, have real world nature, and they also promote the use of pair/group work. In addition, the speaking tasks prepare learners for real world use of language outside the classroom. And there are variety of speaking tasks in textbook. But, they lack authenticity and the three stages of tasks in the textbook.

➢ Most of the speaking tasks are suitable for classroom setting. The settings of the activities also promote the use of pair/group work.

5.3. Recommendations

Based on the findings of study, the following recommendations have been made.

- ➢ The speaking tasks in the textbook should be designed in a way that they fulfill the three stages(pre, while and post stages).
- ➢ Teachers should try to modify the speaking tasks in the way that they should be accomplished within the time frame planned.
- ➢ The roles of the students and teachers should be clearly stated in the textbook.
- ➢ Authentic materials should be incorporated into the speaking tasks to make the activities more interesting and motivating.
- ➢ Further research should be done in the area of communicative language teaching text evaluation with regard other language skills such as listening and reading.

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Criteria set for communicative tasks

1. Goals

• To what extent does the tasks reflect a real world or pedagogic rationale?

• To what extent are the goals of the tasks obvious to the students and

teachers?

• Do the objectives of the tasks encourage learners to apply classroom

learning to the real world use of language?

• Are the objectives of the task likely to be interesting and motivating to

the students?

2. Inputs

• What form does the input take?

• Is it authentic?

• Do they match to the interests of students?

3. Activities

• Are the activities appropriate to the communicative goals of the tasks?

• Are the tasks designed in a way which will allow learners to

communicate and cooperate in groups?

4. Roles

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

5. Setting

• Is the setting confined to the classroom?

• Is the setting promoting group and pair work activities?

 (Adapted from Nunan, 1989)

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Criteria set for nature of activities

Nature of the activities

a. The task has to be motivating.

b. The tasks must elicit real world communication.

c. The tasks must have a purpose that goes beyond a classroom exercise.

d. The task should preferably be for pair or group work.

e. The task should be authentic.

f. The task must elicit a pre, while and post task.

(Adapted from Nunan, 1989)

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Questionnaire to be filled in by students

Dear student,

This questionnaire is designed to get data for the research an analysis of thespeaking tasks used in grade ten textbook and EFL teachers' and students' perceptions of the tasks.The researcher is interested only in investigating your perception of the speaking tasks in your textbook. The information that you provided is helpful for the successful completion of the research.

Thank you for your cooperation!

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

SA-(Strongly agree)   A-(Agree)   U-(Undecided)

D-(Disagree)   SD-(Strongly Disagree)

No	Statements	SA	A	U	D	SD	Total
1	The objectives of the speaking tasks are clear.						
2	The objectives of the speaking tasks can be attainable.						
3	The instructions give to the speaking tasks are clear and understandable.						
4	The speaking tasks initiate my background knowledge.						
5	Most of the speaking tasks in the textbook are familiar to me.						
6	Most of the speaking tasks are interesting and motivating to me.						

7	The speaking tasks in our textbook encourage us to do in pair and group work.						
8	Most of the speaking tasks in the textbook let us to use pictures, tapes and videos.						
9	The speaking tasks help me to use English outside the classroom.						
10	The speaking tasks in the textbook have many activities to be done individually.						
11	The speaking tasks in the textbook make us to reflect our idea.						
12	The speaking tasks in the textbook help me to get peer and teacher feedback.						
13	The speaking tasks invite us to use the target language.						
14	The speaking tasks are varied.						
15	The speaking tasks help the teacher facilitate our activities.						
16	The speaking tasks can be accomplished within the time frame planned.						
17	The speaking tasks in the textbook improve my speaking skill.						
18	The speaking tasks in the textbook help me to improve other language skills.						
19	The speaking tasks in the textbook integrate the other skills.						

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Interview questions for EFL teachers

1. Do you think the goals of the speaking tasks stated clearly in the textbook? How?

2. Do you think the topics of the speaking tasks familiar to the learners to do the activity? How do you explain?

3. Do you think the speaking tasks promote students interest in the way that they could arouse their motivation? How?

4. Do you think the speaking tasks are purposeful in letting students use the language outside the classroom? Why?

5. Do the speaking tasks promote students to do in pair and group? And what is the teachers' and students' role in those activities?

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

7. Do you think the inputs of speaking tasks in the textbook are authentic? How?