SCHOOL OF GRADUATE STUDIESE

IMPLEMENTATION OF SPEAKING TASKS IN ENGLISH LANGUAGE TEACHING CLASS ROOM GURAGAE ZONE, ETHIOPIA

MA THESIS

FETIYA AKMEL

NOV, 2023

WOLKITE, ETHIOPIA

Wolkite University

School of Graduate Studies

The Implementation of Speaking Tasks in English Language Teaching Class Room: The Case of Two Secondary Schools in Enor Woreda Gurage Zone Ehtiopia Grade 11 In Focus

A Thesis Submitted to School of Graduate Studies, in Partial Fulfillment of the Requirements of Degree of Master Arts (MA) inTeaching English As A Foreign Language

FetiyaAkmel

Major Advisor: Habtamu Adem (Ph. D.)
Co-Advisor: Chernet Zerga(Ass.Prof.)

Aug, 2023
Wolkite, EthiopiA

Acknowledgement

This research would never have become visible without the contribution of people to whom I have the pleasure of expressing my appreciation and gratitude. First, I am indebted to Dr Habtamu Adem who has given me considerable support as advisor of my research work without whom this paper would not have been completed. He planted the saplings of interest, motivation and braveness in me. Hence, he really deserves warm gratitude. In addition, I would also like to express my heartfelt gratitude to my respected co- adviser Chernet Zerga (Ass.Prof.) for all his genuine and kindly support throughout my work. Secondly I would like to thank Gunchire and Terhogn Secondary School School Administrators ,Teachers and Students for facilitating and creating conducive environment to conduct the research. Furthermore, my special thanks go to my hasband for his support during the study.I thank them very much

List of Acronym

EFL	English as a Foreign Language
ESL	English as a Second Language
L2	Second Language
CLT	Communicative Language Teaching
FL	Foreign Language
ELT	English Language Teachings
L1	First Language

Contents

Acknowledgement ii
List of Acronym iii
List of table viii
List of Appendix' ix
Abstracts x
INTRODUCTION 1
1.1. Background of the study 1
1.2 Statement of the problems 2
1.3. Objectives of the Study 3
1.3.1General Objective 3
1.3.2 Specific Objective 3
1.4 Research Question 3
1.5 Significance of the Study 3
1.6 Scope of the Study 3
1.7 Limitations of the Study 3
2. Literature Review 4
2.1 speaking 4
2.2 Task 6
2.3 Rationale in Designing Tasks 7
2.4 Communicative Task 7
2.5 Components of Communicative Tasks 8
2.6 Components of speaking skill 8
2.7 Role of Textbook in Language Teaching and Learning 8
2.8 Teacher's Role in teaching speaking skill 12
2.8.1. The Concept of Teaching Spoken English 13
2.8.2. Different Views about Teaching Speaking 14
2.9. Goals of Teaching Speaking 15
2.10. Approaches to Teaching Speaking 15
2.11. Activities to promote speaking 16
2.12. Kinds of Speaking Activities 17
2.12.1. Free Language Activities 17

2.12.2. Dialogues 18
2.12.3. Problem solving 18
2.12.4. Discussions 18
2.12.5. Group work 19
2.12.6. Role play 19
2.13. Challenge in Implementing English Speaking Activities. 20
3. RESEARCH METHODOLOGY 21
3.1 Research Design 21
3.3. Sources of Data 21
3.3.1. The classroom 21
3.3.2. Teachers 21
3.3.3. Students 21
3.3.4. Sampling Procedures 22
3.4. Instruments for Data Collection 22
3.4.3. Classroom Observation 22
3.4.1. Questionnaires 23
3.4.2. Interview 23
3.5. Procedure of Data Collection 23
3.6. Data Analysis and Interpretation 24
4. Data presentation, Analysis, Interpretationand Discussion 25
4.1. The teachingof speaking task in the classroom 25
4.2 challenge in implementing teaching speaking Tasks 29
4.2.1. Challenge related to students 29
4.3. Discussion 35
5.SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 38
5.1. Summary of major finding 38
5.2 .Conclusion 38
On the basis of the findings of the study, the researcher has drawn the following conclusions 38
5.3. Recommendations 39
References 40
Appendix A 48
Appendix B 49

Appendix C..... 53
Appendix D 54

List of table

Table 1: Check list result for classroom observation regarding teachers.

Table 2: Check list result for classroom observation challenge related to students

Table 3: Check list result for classroom observation challenge related to classroom.

Table 4: Students' Perception on Their Participation and Speaking

Table5: challenges related to Students' Reflection on teachers

Table 6: challenges related to Students' Reflection on classroom

List of Appendix'

Appendix A Class room Observation Checklist for Teacher

Appendix B Questionnaire for Students

Appendix C Teachers' Interview Questions

Appendix D Sample speaking lesson picture

Abstracts

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. In the classroom, improving the speaking abilities of students has always been a concern. The objective of this study was to investigated EFL teachers' practices and implementations of speaking sk activities in the English Language Teaching Classroom at Gunchire and Terhogn secondary school of Gurage Zone Grade Eleven in focus. To this end, descriptive method was employed by using both quantitative and qualitative. To meet the objective of the research selected 104 students from both school and 3 English teachers of the target school. The students were selected using simple random sampling techniques and the data were gathered throughclassroom observation, questionnaires and interview. The classroom observation were used to seen the teachers implementation of speaking activities in classroom. The interview and the questioners supplemented to the data obtained through the classroom observation. Statistical tool such as numbers and percentage were used to analysis the collected data .The result of the study revealed that the EFl teachers did not implemented the English speaking activities which recommended by the syllabus, due to the fact that the EFL teachers in the intended school mostly focus on the grammars, vocabularies and the class were teacher dominated. The majority of students were supposed to listen to their teacher's rather than actively involved in various class room speaking activities. The failure of implementation of EFL teacher faced related to students, teachers and classroom setting arrangements. The finding revealed the problems related to students like belief about language learning ,lack of confidence ,luck of participation ,poor speaking ground and use of mother tongue and lack of practice in speaking skill in and out of the classroom .The finding also indicate the existence of problems related teachers ,such as belief about language teaching ,lack of training ,teaching methodology ,inability to provide classroom oral activities and way of error correction.

INTRODUCTION

1.1. Background of the study

A precise definition of language is not easy to provide, because the language phenomenon is complex. A slightly modified definition has been provided by Finegan and Besnier(1989) which defines language as a finite system of elements and principles that make it possible for speakers to construct sentences to do aparticular communicative job. According to Henery Sweet(2023), an English phonetician and languagescholar, “language is the expression of ideas by means of speech sound combined into words are combined into sentence; this combination answering to that of ideas into thought.”English is profoundly prized as a language which may offer access to advanced education and worldwide chance; however, it is unfamiliar to most, and is known and utilized just by a little minority of taught financial or potentially political tip top. In the present age when the world is becoming aglobal village, the English language appears to be suitable for international communication and it has become the universal language on the internet.

In Ethiopia, English is playing paramount roles in commerce, education, international relation and etc. Hence, many people in Ethiopia need to learn English and master their command of the language. One of the areas of English the Ethiopians need to master is spoken English. In some contexts, the knowledge of the language without appropriate mastery of spoken English is fruitless. Thus, speaking is one of the important skills that should be mastered by students in order to communicate in English fluently and clearly. Speaking involves interaction with one or more participants (Harmer, 2001).As stated by Chaney (1998:13). “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols.” Speaking seems to be the most important skills of all four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996).

Johnson(1979) refers to speaking as the ability to produce articulation, sounds or words to express, to say, to show and to think about ideas, taught and feeling. They are fluency, accuracy (grammar and pronunciation) and comprehensibility. Fluency is the speed and

smoothness of ideas while speaking; whereas, accuracy focuses on the appropriateness of grammar, pronunciation, and vocabulary (Brumfit, 1984). Having the right balance of the two concepts (fluency and accuracy) is advisable in the teaching of English to second or foreign language learners. In this regard, Brown (2001) says that both fluency and accuracy are important goals in Communicative Language teaching. Hence, the English textbooks comprise tasks to help the learners master their fluency and accuracy in speaking skills. It is however mandatory to investigate the implementations of the tasks as they are designed.

1.2 Statement of the problems

Teaching speaking is a very important part of second or foreign language learning. The ability to communicate inEnglishclearly and efficiently contributes to the success of the learner in school and success in life. Most of the learners at secondary and preparatory school levels have problems with speaking English (Dereje, Tesfa&Eyasu, 2021).Thus English is not only one of a world languages, but it is also taught in Ethiopia at all school levels including higher institutions. It is a medium of instruction in high schools to higher learning institutions. It servesas the language of education, science and technology and as a necessary link with the outside world. Thus, students who are atdifferent levels of education are required to use productive skills such as speaking and writing effectively in order to meet the above goals.

In spite of such broad coverage of English language as a subject and medium of instruction in the curriculum, the students' proficiency in the language is not adequate to meet the demands of their classroom. Especially, most of the learners at primary and secondary school levels have problems with spoken English. There might be different contributing factors to the students' poorness in spoken English. In the Ethiopian educational context, the classroom is a very important place where learners learn and practice the language while the textbook is the primary instructional material. Thus, the learners' exposure to the target language in the classroom and the implementation of the notions of the textbooks play significant roles in the students' mastery of English in general and speaking in particular. Therefore, this study was designed to assess the implementationof speaking tasksof the English textbook in the classroom.

1.3. Objectives of the Study

1.3.1General Objective

The general objective of this studywas to investigate the implementation of speaking tasks in grade 11 English language teaching classroom as of the syllubs or not.

1.3.2 Specific Objective

Within the framework of the general objective, the specific objectives this study were as follow and attempted to answer:

1. To evaluate the implementation of speaking tasks in grade 11 English textbook in the actual classroom.
2. To identify the ways the teachers teach speaking skill tasks in the textbook tothe students
3. To identify challenges that hinder teachers' implementation of speaking tasks

1.4 Research Question

The following were the research questions this study attempted to answer:

1. How do teachers implement speaking tasks in grade 11 English textbook in the classroom?
2. How the EFL teachers teachs speaking skill Tasks in the classroom?
3. What are the challenges that high school teachers face while teaching speaking task?

1.5 Significance of the Study

The significance of this study would have beenchecking the teacher's implementation speaking task insight or not, it may also use as some supplement materials for textbook and curriculum designers for decision and used for secondary data for further researchers those people who may have interest to conduct a research related topics.

1.6 Scope of the Study

This study focused on the implementation of teaching students' English speaking skill tasks in English classroom. The subject of the study was restricted to investigating the implementation of speaking tasks insight Grade eleven English for Ethiopia students' Textbook at Gunchire and Terhogn secondary and preparatory school.

1.7 Limitations of the Study

The study will be conducted in two secondary school of EnoreworedaGurage zone and there was no sufficient time and transportation.

2. Literature Review

2.1 speaking

Speaking is defined as 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 purposes of speaking (Burns & Joyce, 1997). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce). Speak means to talk, to give a lecture or speech, or to use your voice to say something. The word speak has many other senses as a verb and is used in several idioms. Speak is a synonym of talk and means to use words and sounds to communicate.

Speaking is defined operationally in this study as the secondary stage students' ability to express them orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar,vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words they are required to show mastery of the following sub competencies/ skills:

a. **Linguistic competence:** This includes the following skills: Using intelligible pronunciation, Following grammatical rules and accurately by using relevant, adequate and appropriate range of vocabulary.
b. **Discourse competence:** This includes the following skills: Structuring discourse coherently and cohesively: Managing conversation and interacting effectively to keep the conversation going.
c. **Pragmatic competence:** This includes the following skill: Expressing a range of functions effectively and appropriatelyaccording to the context and register.

Fluency: This means speaking fluently demonstrating a reasonable rate ofspeech.

In general, speaking is the delivery of language through the mouth and is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983).

Speaking, as Karen (1994) defines it, 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 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. Otherscholars add that it is essential that teachers pay great attention to teaching speakingrather than leading students to unpolluted memorization.

Beside the fact that speaking is a skill, which deserves attention like other skills, both infirst and second languages, learners often need to be able to speak with confidence andcarry out many of their basic transactions. They may make or lose their friends becauseof lack of speaking skill. It is the medium part excellence social solidarity, social ranking,of professional advancement and of business. It is also a medium through which muchlanguage is learned and which particularly conductive for learning, perhaps, then theteaching of speaking merits more thought (Bygate, 1987).Students learn to speak by speaking (Rivers, 1981). However, the teaching of orallanguage skills was traditionally considered as the most difficult task; because in thepast, written language was given more attention than speaking. Speaking a language isdifferent for foreign language learners because effective oral communication requiresthe ability to use the language appropriately in social interactions (Shumin, 1997).Whilst the speaking ability of students and making them use speech pattern

of languagethey learn, and activities they are supposed to undertake must be selected carefully.

Moreover, students should be encouraged to go under intensive oral exercises that arebasically designed for communication purposes. Such activities according to Bygate, (1987) give students both confidence and motivation for oral practice.What should a course in spoken English production prepare a student to do? Theintention is, often, that the student should be able to 'express himself/herself in thetarget language; to attain basic interactive skills like exchanging greetings and thanksand apologies, etc. and to express his/her 'needs' request information, service etc.(Brown and Yule, 1989).And to let learners master this kind of skills, a real world use of language should beincorporated in the classroom as much as possible. In doing so, communicativelanguage teaching plays a crucial role.

2.2 Task

Task is "any" structured language learning attemptte which has a particular objective, appropriate content, a specific working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore, assumed to refer to a range of work plan which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or stimulations and decision making (Breen, 1987). Willis (1998) also defines task as an activity in which the target language is used for a communicative purpose in order to achieve an outcome. So that it can be inferred from the definition that tasks have always purposes and an outcome. 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, some scholars present the use of tasks regarding teaching spoken language. According toNunan (1989), language teaching tasks give learners many opportunities to interact in the target language, allows learners to incorporate authentic texts into learning, and lets learners use their own insight. In addition, the activities on tasks to be included in language courses need to be prepared under rigorous planning and preliminary

investigation. Through tasks, we can engage learners in the kinds of cognitive process that arise in communication outside the classroom. These processing, noticing, negotiating meaning, lexicalized and rule based production, scaffold production, private speech, and negotiating form involve the learner in attention to meaning and form in the context of using the L2 (second language) to achieve a communicative purpose (Ellis, 2003).

2.3 Rationale in Designing Tasks

There are two basic reasons to use speaking tasks in a language classroom and they are psycholinguistic and socio-cultural reasons. The first reason is psycholinguistic reason. According to Skehan, (1998) this reason mainly focuses on the cognitive processes or mental computation of learners activity and the main role of speaking 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 simple 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 Communicative Task

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

2.5 Components of Communicative Tasks

Nunan (1989) suggested that the communicative tasks will contain communicative components these are: goals, inputs, activities, settings and roles.

2.6 Components of speaking skill

Speaking is not easy to express something orally. Moreover, learners need to engage various speaking components to have better speaking skill Brown (2001). Those components of speaking skill are: pronunciation, grammar, vocabulary, fluency and comprehension.

2.7 Role of Textbook in Language Teaching and Learning

Textbooks play a pivotal role in language classrooms in all types of educational institutions – public schools, colleges, and language schools – all over the world. In some contexts, teachers are free to choose their own textbooks. The vast majority of teachers, however, have textbooks suggested, prescribed, or assigned to them (Garinger, 2001). "Textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor (element) [italics added] in the second/foreign language classroom after the

teacher." The textbook is a tool in the hands of the teacher, and the teacher must know how to use it, and how useful it can be for everyone. The wealth of published materials for English language teaching (ELT) available in the market makes selecting the right course book a challenging task. Moreover, the selection of a particular core textbook signals an executive educational decision in which there is considerable professional, financial, and even political investment (Sheldon, 1988). Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to increase the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbooks may also serve as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks. Learning how to use and adapt textbooks is hence an important part of a teacher's professional knowledge. (Richards, 2001).

Hutchinson and Torres (1994, p. 232) identify four ways in which textbooks can help in times of educational change: first as "a vehicle for teacher and learner training"; second because they provide "support and relief" from the burden of looking for materials; third by providing "as complete a picture as possible" of "what the change will look like"; and fourth through the psychological support they give to teachers. However, fulfillment of these goals, especially the first and the third, depends on the approach and quality of the textbook. The materials may not be in tune with the new kind of teaching being encouraged, following instead the methodology already commonly being practiced; alternatively, the materials may be so difficult to use that teachers are unable to follow them as intended, making them revert to their previous practice. In either case, rather than agents of change, books will be "agents of conservatism," reducing the likelihood of teachers trying out new, alternative approaches and methods (Grainger, 2001). So it has great impact at all level of programs, from policy matter and administrators to teacher and students all rely heavily on textbook to achieve prescribed goals and objectives. The textbook determines the components' and method of

learning. It controls the contents, the method and the procedures of learning. Students learn what is presented in the textbook, in other words the way the textbook presents materials is the way the students learn it.

In fact the educational philosophy of the textbook influences the class and the learning process. It provides neat and clean platform for it users. Teachers get good readymade activities which provides concrete sample of classroom progress. Sheldon in 1980 identified the reason why the teacher uses textbook. These are as follows:

- ✓ Developing their own classroom material is an extremely difficult process for teachers. Theyhas limited time so to develop new material is difficult due to the nature of their profession.
- ✓ Extreme pressures restrict many teachers: so using text book is one of the most efficient ways of teaching.

Advantages and limitations of a textbook

The use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. Among the principal advantages are:

- ✓ They provide structure and a syllabus for a program. Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.
- ✓ They help standardize instruction. The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.
- ✓ They maintain quality. If a well-developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.
- ✓ They provide a variety of learning resources. Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

- ✓ They are efficient. They save teachers' time, enabling teachers to devote time to teaching rather than material's production.
- ✓ They can provide effective language models and input. Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.
- ✓ They can train teachers. If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.
- ✓ They are visually appealing. Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.
- ✓ Economy: A textbook is the cheapest way of providing learning material for each learner.
- ✓ Convenience: A textbook is a convenient package. It is bound, so that it components stick together and stay in order, it is light and small enough to carry around easily.

However there are also potential negative effects of the use of textbooks. For example:

- ✓ They may contain inauthentic language. Textbooks sometimes present inauthentic language since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.
- ✓ They may distort content. Textbooks often present an idealized view of the world or fail to represent real issues. In order to make textbooks acceptable in many different contexts controversial topics are avoided and instead an idealized white middle-class view of the world is portrayed as the norm.
- ✓ They may not reflect students' needs. Since textbooks are often written for global markets they often do not reflect the interests and needs of students and hence may require adaptation.
- ✓ They can deskill teachers.If teachers use textbooks as the primary source of their teaching leaving the textbook and teacher's manual to make the major instructional decisions for them the teacher's role can become reduced to that of a technician whose primarily function is to present materials prepared by others.
- ✓ They are expensive.Commercial textbooks may represent a financial burden for students in many parts of the world.

Both the benefits and limitations of the use of textbooks need to be considered, and if the textbooks that are being used in a program are judged to have some negative consequences, remedial action should be taken, e.g. by adapting or supplementing books or by providing appropriate guidance and support for teachers in how to use them appropriately.

So it provides stability for the students or by the will of program administrative to assure that comparable instruction is being presented across courses. Since textbook plays a major role in language learning and teaching. A textbook is an indispensable tool for the teacher, it is essential for a teacher to be familiar with the different types of textbooks before use. This familiarity with a textbook can be achieved through a critical comparative study of the textbooks vis-à-vis the syllabus and the underlying philosophy.(Rajeev Ranjan).Using these checklists the research will be able to analyze the design, quality and nature of all the speaking tasks which are found in "English students textbook for grade ten." Beside the above: the language teaching, communicative language teaching, the characteristics of traditional and communicative approaches, purpose of communicative activities and nature of speaking tasks will be explained fully during research work become conducted.

2.8 Teacher's Role in teaching speaking skill

Teachers should facilitate the learning process by providing learners with knowledge (Alharbi, 2015). This requires that teachers use teacher centered methodology but be tactful to be aware of the culture of the community in order to take care of the learner cultures (Methitham, 2014). Identification of these cultural aspects provides warm, friendlier, and good relationship between teachers and students by reducing the cultural distance. In addition, teachers should also be fair in error correction so that they do not overcorrect a student (Borg 2006). This makes students' error correction to be a natural part of learning process (Alharbi 2015). Teachers should provide learners with authentic language in context (Alharbi, 2015; Hosni, 2014). Achmad and Yusuf (2014). In speaking class, teachers are required to create communicative and interactive activities by giving students a great deal of opportunities to practice the target language. Essentially, the class manifests student-centered backdrop rather than teacher centered. Teachers are to prepare classroom activities that are devoted and best facilitate speaking exercises. Teachers also carry the burden of knowing how learners from specific communities learn so that the teaching styles are uniform with the

learners' learning styles in order to enhance learning (Talley and Hui-Ling, 2014). Tsui (1996) identified six speaking strategies to be employed by teachers when teaching speaking skills lesson for instance i) lengthen wait time between question and answer, ii) to improve questioning techniques, iii) focus on content iv) Establish a warm relationship with the students, v) to accept variety of answers and vi) To allow for student rehearsals. Learners also expect their teachers to give them feedback on their performance. A teacher should only correct when there is a problem but should not correct every time a student makes a mistake because this will affect the flow of conversation, destroy the purpose for the speaking activity, demotivating students and learners may become afraid to speak. Thus a teacher should endeavor to correct mistakes positively and with a lot of encouragement (Tuan and Mai, 2015).

2.8.1. The Concept of Teaching Spoken English

According to Nunan (2003) speaking is a very crucial part of second language learning because the ability to communicate in a second language clearly and efficiently contributes tothe success of the learner in school and later in life. The scholars add that it is essential in thatteachers focus great attention to teach speaking rather than leading students to purememorization.The scholars consolidate the above idea by indicating how and why speaking must be taught.

According to Chaney (1998)

> *Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. Despite its importance for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just arepetition of drills or memorization of dialogues*.

This definition also support the idea of the above educators indicating that speaking is very important, undervalued and taught in the way it could not be developed. Still another educator's tress that speaking as a skill is not the oral production of written language but it involves learners' mastery of a wide range of sub-skills which add together constitute of overall competence in the spoken language (McDonough, 2003). As we can analyze from the above definition, oral production of drills (written language) cannotbe considered as the teaching of speaking because it requires learner's mastery of language in different contexts

(settings). Thus, it seems to mean that a teacher must understand the meaning and method of teaching speaking a head of time. Although speaking has not been given due attention, today's world requires that the goal of teaching speaking should improvestudents' communicative skills. This because only in that students can express themselves andlearn how to follow the social, cultural rules appropriate in each communicative circumstance.This discussion also elaborates the above idea. It stress that the learner must be involved in theteaching learning of speaking by the means of communicative approach which is participatorymethod of teaching language.

2.8.2. Different Views about Teaching Speaking

According to Richards and Rogers (1986), speech was considered to be the basis of language. Of all the four language skills, speaking seems to be important as it is one of the most frequent means of interaction in the teaching and learning process and it is suggested that people who know about a certain language is referred to 'speakers' of that language (Ur, 1996). As Floriez (1999), speaking can help students to express themselves to negotiate relationships, to define their thoughts and to be aware of their world. Oral practice is the natural part of language skill, which may help the learners to develop the ability to understand and respond quickly (Lewis and Hill, 1985). These researchers have confirmed that oral practice will be enhanced when teachers give opportunities for their students to practice speaking through communicative activities. As to Brown (1994) andFlorez(1999), speaking is an interactive process, whichinvolves producing, receiving and processing the information to construct meaning in the context of teaching-learning environment. Compared to the teaching of the other skills, speaking is more demanding on the teaching activities of the teacher than the effort other skills need (Rivers,1981; Brown and Yule, 1983).These researchers have pointed out that teaching speaking is a difficult task for the teacher to help his/her students. The main reason for the assertion is that a speaker of a language should listen to the partner with the intention of understanding each other with in the target language. In this view, speaking is considered as a natural part of skill in which language patterns are involved as speaker and listeners on an issue of discussion. In line with this, the ability to speak fluently needs not only one way process of the language and its knowledge, but also the ability to process information and spontaneous reaction to what is spoken (Harmer, 2002).

2.9. Goals of Teaching Speaking

Different writers have defined the goal of teaching in different ways, but they have a consensus with respect to its general essence. For example, Nunan (1989) has defined goals as a general intention behind any given learning task. In this view, goals can be related to communicative out comes or may directly describe teacher or learner behavior in the teaching learning process.

Regarding this view, Nunan (1988) emphasized that the communicative language curriculum in relation to goal is considered to be useful to establish and maintain interpersonal relations. Through these relations, exchange of information ideas, opinions, attitude and feeling can be possible. This explanation implies that most communicative activities seem to be goal derived and the language partners need to be clear about the goal of their communication. The goal of a lesson provide the teacher or the learners with the sense of direction and brings the aim of the activity down to earth by connecting them to tangible aspect of the curriculum within the given context and can be stated as more narrowly defined statements to show the expected behavioral change of the learners(Byrne,1987). For the purpose of this thesis, goal, related to motivation as proposed by Harmer (2002) is considered. He has point out that goals can be long and short term in their application. Long term goals refer to the mastery of English and to be successful in passing an exam at the end of the year. Short term goals are related to the learning of new language items within a short period of time may be for a week. So, in accordance with Harmer's view, short term goals are closer to the students' day to day reality and easier to focus on the end of the week than the end of the year. If teachers help students in the achievement of short term-goals, the will be motivated in their learning. Language learning, therefore, needs goals oriented effort of the teacher, which may enable the students to know the purpose of their learning and consequently, students can be motivated. It is widely believed that motivated learners that motivated learners are more likely to be encouraged for improving their oral proficiency within the shortest possible time compared to those learners who are not motivated.

2.10. Approaches to Teaching Speaking

Students learn to speak by speaking (Rivers, 1981). However, the teaching of oral language skills was traditional considered most difficulty; because in the past, written language was

given more attention than speaking. Besides, speaking a language is different for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (shumin1997). Most scholars, for example Brown and Yule(1981) believe that spoken language production, learning to talk in the foreign language, for the teacher to help students with practical problems and the teaching of the speaking skill is more demanding. Bygate(1987) also consider that one of the main problems in foreign language teaching is to make learners be able to use the language. Regardless of these problems of teaching speaking skills, recent studies suggest that teachers can help students in developing their speaking skills. Firstly, English teacher should know that speaking is an interactive process requiring much effort and practice on the part of the learners. Supporting this view, Klippel (1984:5) says, ‘’learning is more effective if the learners are actively involved in the process.’’

Secondly, English teachers need to know how to select and design appropriate and authentic language learning materials and activities in consonance with the age, interest level, and language of the learners. As teachers face some problems in motivating learners to speak in the target language, the activities in the classroom should be aimed at maximizing individual language use. In other words, to help students achieve some kind of communicative skill in the foreign language, real communicative situations have to be created (Klippel, 1984). It is generally agreed that small group interaction allows more talk for each of the students and greater variety of talk. It should be known that taking short turns are generally easier than long turns. The teacher should support and develop the students’ ability to use language communicatively over a range of situations (Brown and Yule1983).

2.11. Activities to promote speaking

To improve and develop the speaking ability of students and to make them use the speech pattern of the language they learn, activities must be selected carefully .Besides this, students should be encouraged to go under intensive oral exercises that are basically designed for communication purposes, such activities give students both confidence and motivation for oral practice. This is true not only for classroom exercises but also for use of the language outside classroom (Bygate, 1987).

Regarding speaking activities in language classroom, Gower, phillips and Walters (1995:102)illustrate the reasons why speaking activities are designed as follows:

> *"Communicative tasks are designed so that students have a reason or a purpose for speaking: they are bridging an information or opinion gap; they are asking for giving real information or finding out about the opinions of their follow students. Not only are these activities motivating in the classroom, but they offer a challenge which mirrors real life interactions."*

Gower, Phillips and Walters continuing their discussion on speaking activity elaborating how itshould be implemented as follows:

Speaking activities need to be very carefully structured at first, especially at lower levels, so thatthe students have few demands on them. It is often difficult for students to come up with ideas at the same time as having to cope with the language. They need something to speak about, such as picture, or purpose like performing a role play from the context of a reading text. As they become used to doing controlled and guided activities students become surer of themselves and more adventurous so that free activities can be attempted (ibid).

Heaten(1990) also adds that students must be given reason for speaking the language as they make use of it in exchanging information and such reasons come from how will activities are selected and designed.

2.12. Kinds of Speaking Activities

Different scholars suggest many communicative activities that can help learners use the language in communication. Among these, some of the most widely used ones are discussed below.

2.12.1. Free Language Activities

Free language activities are activities in which there is control on the part of the teacher that is to let the students work and do any activities on their own freely in the classroom. This approach gives all the students an opportunity to talk while working out the activities. Information gap activity is one of a good example of such a type of activity. Byrne (1987:106) describe them as ''activities in which students are given different bits of

information,'' he continues, '' by sharing these bits of information a learner can complete a task.'' In much real life communication it is integrated with classroom activities.During such activities, the students have a chance in what to say. The teacher should avoid unnecessary correction and does not interview in pair or group work. Of course, he may do togive feedback or to make gentle correction obliquely rather than directly, so that the learnersperceiver their mistakes for themselves. In relation to this, Byrne (1987:7) says, "Students mustbe allowed to feel free, otherwise they won't say, which is the purpose of the fluency work.''Activities such as sequencing a series of pictures and jumbled sentences fall in to this category.

2.12.2. Dialogues

Dialogues refer to conversation held by two people of different opinions. It is a way of presenting something with relevant samples of spoken language. Dialogue seems to be bestsuited for practicing spoken language for a number of reasons. Some of the reasons are listedand stated by Byrne (1987) as follows:

They present the spoken language directly in situation in which it is most commonly used.

They permit and encourage practices in the language.

They create active participation in the lesson.

2.12.3. Problem solving

Problem solving is '' an instructional technique'' where teacher and learners attempt in a conscious, planned and purposeful effort to arrive at some solution. Learning; through problem solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners' life. According to(Lue, 2000:85), problem based learning is derived from the 'convection' that the learner ''is anactive and creative individual with the will and ability'' to seek knowledge and self-development. In working with a problem, students can formulate hypothesis, gather relevantdata, and organize the data to arrive at a conclusion.

2.12.4. Discussions

Discussion is perhaps the most natural and effect ways for learners to practice talking freely. Discussions with comprehensive inputs provide opportunity for students to activate the language knowledge they have acquired.Discussion can be used by organizing and assigning pair work and small group work in the class.Group work seems to be extremely attractive and

advantageous ideals than others for a number of reasons. In relation to this Harmer (1983:207) says: ""it increases the amount of students talking time and give opportunities for the students to use the language and to communicate with each other." In can greatly increase the amount of active speaking and listening in the classroom. The morestudents can assist each other, the more independent and self-reliant they are and prioritiesare given on developing students' confidence in speaking at all (Widowson, 1990).

2.12.5. Group work

Group work is "part of collaborative strategies'' of teaching learning (kyriacou, 1998:77). It isone of the best ways of encouraging active participation of learning English spoken class byarranging the learners' work together in group. It can take many forms involving pairs of students working together; up to ten learners together or it can involve students who workindividually and come together in group to compare and discuss the result of their group. Ifnecessary, random, gender, interest and ability groups can be formed. This strategy involves students discussing issues with many of their follow classmates in turn.Before hand, prepare discussion questions. In class, groups are arranged in a large circle orsquare formation. Give students a question and suggest that each person take a turn answering. Now introduce a new, slightly more difficult question. These groups involve students engaging in short, informal discussion, often in responses to a particular sentence starter or question. At a transitional moment in the class, have students turn to 1-3 neighbors to discuss any difficulties in understanding, answers with are prepared question, define or give examples of key concepts, or speculate on what will happen next in the class (Silberman,1996).

2.12.6. Role play

Role plays are drama like classroom activities in which students interact either as themselves inimaginary situations or as other people in imaginary situations (Byrne, 1987). Role playshelp students to develop their speaking ability one takes the role he/she is going to play. Besides he/she will have the confidence to speak in front of an audience.

In order for role plays to be fully effective, the traditional classroom patterns must be changedand the new approach should be practiced in the classroom properly. Students must be free to play the role as they see them property. In other words the teachers control in role plays activities is very limited.

2.13. Challenge in Implementing English Speaking Activities.

According to Ur and Littlewood(1996 and 2007) four main problems can challenge teachers in getting students to speak in the foreign language in the classroom. , they are inhibition (lack of real exposure and learner's fear of making a mistake), nothing to say (students even do not know what to say inEnglish), low or uneven participation (lack of participation or involvement in the activity), and mother tongue use (students in EFL context always do not use English rather they use mother tongue or L1.they do not participate in the class in English which is a target language).As it has been discussed above, we can infer that most of the challenges that hinder students not to practice speaking in the classroom resulted from nervousness, shyness, low participation, and mother tongue influence.

3. RESEARCH METHODOLOGY

3.1 Research Design

The main objective of the study was toinvestigate the implementation of speaking tasks in grade eleven English for Ethiopia students' textbook. The study expected to investigate whether the speaking tasks (activities) in the textbook are implemented respective of student textbook or not. In order to achieve this objective, a descriptive design is used. Both qualitative and quantitative research approaches have been adopted. Thus, a mixed approach is chosen as methodology of this research. According to Onwuegbuzie and Leech (2004) mixed-research methods are important and useful to draw from the strength and minimize the weakness of single research studies. The problem under investigation would be more of a qualitative aspect, i.e. analysis of the tasks would be done mostly in words based on some communicative components of tasks. The quantitative approach has been used to corroborate the qualitative information i.e. to express some data in terms of number for interpretation.

3.3. Sources of Data

3.3.1. The classroom

The classrooms were taken as one of the sources of the data. Classroomobservation were made to see what happened in the actual classroom. In order to select them, the researcher usedsimplerandom samplingtechnique. Using this sampling procedure, Three classroom out of six classrooms were taken. The researcher had gotten the class and made to observe the teacher, students and classroom size.

3.3.2. Teachers

Teachers are one of the most pivotal elements in the teaching and learning process. Therefore, teachers were considered to be rich sources of data. With this in mind, the researcher used purposive sampling techniques to choose the teacher respondents. Hence all (the three) English teachers who were involved in teaching English language in grade eleven were taken.

3.3.3. Students

Students were also taken as a sources of data to provide important information relevant to theproblem at hand. At Gunchrie and TerhoignSecondary School, out of the six sections,

three sample sections were taken by using simple random sampling techniques to conduct the study. In order to determine the size of the students from each of the six sections, again random sampling technique was used. Consequently, 35 students were randomly taken from each sample section by using lottery system. Hence, out of the total number of 500students, 104 (20.80%) students were taken as representatives of the target study. The sample size of the population of this study was taken to be small because of the following factors. Firstly, if the target population is homogeneous then it is likely that the sample can be small (Sarantakos, 2005), and a matter of time.

3.3.4. Sampling Procedures

In this study, simple random sampling and purposive technique were employed to select the [articipants of the study. Those techniques would be used to obtain a representative sample of a population using this sampling procedure.

3.4. Instruments for Data Collection

In order to collect data from the participants, the researcher employed three data-gathering instruments: aclassroom observation,questionnaire and interviews.

3.4.3. Classroom Observation

Classroom observationwas one of the vital data gathering tools for this study. It was conducted to investigate how teachers were implementing speaking tasks in the classroom. Classroom observation describes what is really in theclassroom during teaching. It helped to see the actual classroom. Classroom observation gives first-hand data of what happens in the actual classrooms than making the teachers report what they do. Hence, the classroom observation in this particular study helped the researcher to see how the speaking tasks were practiced in the classrooms.

Thus, direct observation helped to generate observational data besides the data collected through the other instruments i.e. the questionnaire and the interview. Therefore, for this study, an observation scheme in the form of check list was used during the classroom observation. The checklist was slightly adapted from Waijnryb's (1992:121). "Check list of the classroom observation tasks."AndNunan (1989).It is designed to examine communicative language task/ not specific for oral language. Thus, the researcher had taken only the items which have direct relevance with the study. The checklist contained three parts.The first part

examines the teacher implementation of speaking task in the classroom and thesecond part is challenges related to students that teacher teaching speaking task and the third part examine the condition of the classroom set up. After this, the researcher adapted them into a table form. Besides, these items were rated using a tick (√) mark under yes and no classified during speaking skill lesson. The total number of tick marks (√) given to the observer teachers were used to analyzed and interpreted the data. Generally, all of grade eleven English teachers of the target school were observedthreetimes while they are teaching the speaking lesson.

3.4.1. Questionnaires

Questinnaire was designed to collect data from the students. All itemsin the questionnaires were closed-ended. This was done mainly because the researcher felt that it would be easy to collectand summarize the data. A questionnaire was used to collect data only from the students because the number of teachers was few.The questionnaire was first designed in English and then translated intoAmharicto help the students' understanding of the items.The questionnaire was distributed to a total of 104 students from the total population.

3.4.2. Interview

Interview was thethird method of data collection in this study. Four interview items were prepared to interview teachers. Three English teachers who have been teaching grade eleven students were involved in the interview. Accordingly, interview items were prepared and conducted with those English teachers in the target school.

3.5. Procedure of Data Collection

In order to conduct the study, the following procedure of data collection was followed. Above all, the researcher established a rapport with the directors, unit leaders and teachers of the respective sections to facilitate the research activities. The necessary information about the number of students in each section and the arrangement of time was made in collaboration with the school administrators and English teachers. To elicit adequate information from the participant of the study, first, the purpose and importance of the research was explained to the participant of the study briefly. Then, the observation was made first to avoid the occurrence of some artificial behaviors and acts which can be exhibited by teachers and students after they get information from observation. The

observation was made when the actual teaching learning process of speaking lesson was going on. Secondly, the questionnaires prepared for the students were administered following the observation of speaking skill lesson. After that, these questionnaires and interview were collected respectively.

3.6. Data Analysis and Interpretation

To analyze the data collected through classroom observation, questionnaires and interview, descriptive quantitative and qualitative data analysis method was used. Besides, data interpretation of students' questionnaire was worked out using percentages. Since the target of the study was to describe the existing problems, the researcher perceived thatpercentage was an appropriate statistical procedure. Thus, to accomplish this, first responses of students were organized and tabulated into numerical data to beanalyzed quantitatively. Then, the result of the interview and classroom observation was analyzed. They are mainly used circular the results of the students' responses to the questionnaires at different levels.

4. Data presentation, Analysis, Interpretationand Discussion

As indicated in the earlier chapter, the main objective of this study was to investigate teacher implement speaking task in the classroom. In order to achieve this objective, the specific research questions mentioned earlier need to be answered. So as to answer those questions, the researcher used both quantitative and qualitative methodology. In this chapter, the data were organized, as well as the results and interpretations were presented. Three data gathering instruments were used. These were questionnaire; interview, and classroom observation.

As a result, data obtained from observation, questionnaire and interviewwere presented and discussed in an integrated manner. Discussion of the findings of the both groups of respondents was dealt with in a separate section for the sake of convenience. Accordingly the teachers' responses to the items in depth interview were analyzed against finding obtained from the classroom observation first, and then the data collected from the students' questioner were treated in the same manner.

The data collected using classroom observations were clearly presented and analyzed the basic research questions were addressed, and the objectives were also met in this section. The observational checklist contain, how do teachers implement speaking task in the classroom, challenges related to students that teachers teaching speaking task and challenges related to classroom condition that teachers teaching speaking task to get the answer of research question

4.1. The teachingof speaking task in the classroom

4.1.1. How do teachers implement speaking task in the classroom?

4.1.2. Do the teacher's implement the speaking tasks as they are required by the notion of the text book and the syllabus? To avoide the biasedness keeping the sequence, the observation were supported by checklists and the result were sat as follow.

Table 1: Check list result for classroom observation regarding teachers.

NO	Activities	Teacher 1						Teacher 2						Teacher3					
		Day						Day						Day					
		One		Two		Three		One		Two		Three		One		Two		Three	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	**How do teachers implement speaking task in the classroom**																		
1.1	Arranges students for oral interaction (speaking) either in pair/groups		√		√		√		√		√		√		√		√		√
1.2	The teacher Carries out the activities like role play , games, discussions etc		√		√		√		√		√		√		√		√		√
1.3	Gives much emphasis grammar and vocabulary than oral practice	√		√		√		√		√		√		√		√		√	
1.4	Gives much time for oral practice activities		√		√		√		√		√		√		√		√		√
1.5	Encourage the students to speak in English?		√		√		√		√		√		√		√		√		√
1.6	Encourages his/her students participation in group/pair work		√		√		√		√		√		√		√		√		√
1.7	Gives immediate and direct correction	√		√		√		√		√		√		√		√		√	
1.8	Uses the target language very well		√		√		√		√		√		√		√		√		√

As it is shown in Table 1, item number 1.1, 1.3 and 1.8 The teachers did not arranging students for oral interaction in pair or groups, did not give more time for oral activities, gave much emphasis for grammar and vocabulary than oral activities and did not provoke the students for the use of target language very well. The findings from the checklist confirmed that the classroom observation and the points talk as a weakness in implementing speaking tasks. On the other hand, the teachers gave immediate and direct correction. The point motioned above at table 1: item 1.2, 1.4, 1.5, 1.6 and 1.7 taken as a week side and which has seen in classroom observation.

Table 2: Check list result for classroom observation challenge related to students.

NO	Activities	Teacher 1						Teacher 2						Teacher3					
		Day						Day						Day					
		One		Two		Three		One		Two		Three		One		Two		Three	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
2	**challenges related to students that teachers teaching speaking task**																		
2.1	Have the confidence to speak freely in the class		√		√		√		√		√		√		√		√		√
2.2	Use in their mother tongue in pair/group work	√		√		√		√		√		√		√		√		√	
2.3	Make active participation indifferent oral interaction activities		√		√		√		√		√		√		√		√		√
2.4	Work in pair/group using the target language		√		√		√		√		√		√		√		√		√
2.5	Need their teachers explanation than doing the activities themselves	√		√		√		√		√		√		√		√		√	
2.6	Have low language proficiency	√		√		√		√		√		√		√		√		√	
2.7	Seem to have inadequate vocabulary to participate	√		√		√		√		√		√		√		√		√	
2.8	The whole group are working together effectively and successfully		√		√		√		√		√		√		√		√		√
2.9	The teacher plays great role in order to help students achieve successful collaborative groups	√		√		√		√		√		√		√		√		√	

Concerning observational checklist in challenges related to students that teachers teaching speaking task showed above in table 2: indicate the students use in their mother tongue in pair/group work as shown in item 2.2 of table 2 and this is taken as strong side. The students didn't have the confidence to speak freely in the class, didn't make active participation indifferent oral interaction activities, didn't work in pair/group using the target language, they want their teachers explanation than doing the activities by themselves, have low language proficiency, Seem to have inadequate vocabulary to participate and the whole

group didn't working together effectively and successfully which indicate in item 2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8 and 2.9.

Table 3: Check list result for classroom observation challenge related to classroom.

NO	Activities	Teacher 1						Teacher 2						Teacher3					
		Day						Day						Day					
		One		Two		Three		One		Two		Three		One		Two		Three	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
3	**challenges related to classroom condition that teachers teaching speaking task**																		
3.1	There are large number of students in the class	√		√		√		√		√		√		√		√		√	
3.2	There is enough space for interaction in group s or pairs		√		√		√		√		√		√		√		√		√
3.3	The disks and tables are not easily moveable to organize groups	√		√		√		√		√		√		√		√		√	
3.4	There is Group work sitting arrangement		√		√		√		√		√		√		√		√		√

As it showed in the table 3 the observational checklist in challenges related to classroom condition that teachers teaching speaking task indicates that the number of the students higher in classes (50 students in one class in average), there were no enough spaces to form group, the desks and the table were not move easily and generally there is no proper group work sitting arrangements as pointed in item 3.1, 3.2, 3.3, and 3.4.

4.2 challenge in implementing teaching speaking Tasks

4.2.1. Challenge related to students

This part particularly discusses about the findings from students' questionnaire. One of the determinant challenges that teacher implement English speaking skill in English classroom is related to their confidence, beliefs about speaking task.

Table 4: Students' Perception on Their Participation and Speaking

Item	Statement	Response category						
			Strongly agree	agree	Uncertain	disagree	Strongly disagree	Total
4.1	I do not have the confidence to speak freely in the class as I afraid of making mistake and criticism to friends.	No	34	37	2	18	13	104
		%	32.69	35.58	1.92	17.31	12.50	100
4.2	I prefer to learn grammar and vocabulary than Speaking.	No	39	31	3	22	9	104
		%	37.50	29.81	2.88	21.15	8.65	100
4.3	I prefer teachers' Explanation to doing the activities myself.	No	37	40	1	16	10	104
		%	35.58	38.46	0.96	15.38	9.62	100
4.4	I plan my way of developing speaking	No	35	38	4	15	12	104
		%	33.65	36.54	3.85	14.42	11.54	100
4.5	I do not like to participate in speaking activities (e.g. presentation, group work, pair work etc.) is using English.	No	30	37	3	21	13	104
		%	28.85	35.58	2.88	20.19	12.50	100
4.6	I use my mother tongue language whenever I asked to do activities in pairs or groups in English speaking class.	No	39	33	2	16	14	104
		%	37.50	31.73	1.92	15.38	13.46	100

The data in the above table4 item 4.1 shows that more than half of the respondents 71 (68.26%) of them responded that they did not speak freely in the class as they have no confidence to do so. This is happened as they have afraid of making mistakes and criticisms

of friends. The respondents during the observation also confirmed that they lack confidence to speak freely in English because they are afraid of making mistake and criticisms of friends. However, 31 (29.81%) of the respondents indicated that they have the confidence to do so. In spite of this, students do not have the confidence to speak freely in the class. Even, during activities which involve only short answer, the students simply interrupted their speech in between. This shows that they lack confidence to speak freely in the class as they afraid of making mistakes.

As it can be seen in Table 4, Item 4.2 got the highest proportion of 70 (67.31%) of the students revealed that they prefer to learn grammar and vocabulary to speaking. This indicated that the most of students needed the teachers' closer attention and support by explaining and giving instruction before doing the activities. The teacher interview result showed has an effect on the effectiveness of a given task. That is, students failed to participate in the activities that the teacher simply told to do, they explained need to learn grammar and vocabulary mainly because these are the items that appeared in the exams. Thus, they prefer these items simply to score good points and to pass the exams. The classroom observations also strengthen this idea. The students in the observed sections were seen while they were attending actively the teachers' explanation of the speaking lesson

Concerning item 4.3 most of the respondents 77 (74.04%) of them showed that they prefer teachers' explanation to doing the activities by themselves. The classroom observation result also clearly shows this. They told that they prefer teachers' explanation that it is the easiest way of understanding the subject matter of a given lesson, and 26 (25%) of the respondents also replied negatively to the item 4.3.

However, majority of the students in the observed sections were seen while they were attending actively teaches explanation than doing the activities themselves.

Therefore, it can be inferred that students' beliefs about language learning made them reserved from involving themselves in speaking activities. In language education the literature shows that learners particularly, learners, have explicit belief about L2 learning. These can beliefs can influence their learning behavior and how learner learn the target language.

Concerning item 4.4 most of the respondents73 (70.19%) of them stated that they strongly disagree (not) plan their way of developing speaking skills. But 27 (25.96%) reported that they agree plan for developing their speaking skills. The classroom observation result also clearly showed this. Concerning item 4.5, only 30 (28.85%) said that they strongly agree that they evaluate their weaknesses and strengths in speaking English and 37 (35.58%) of the respondents answered that they agree that they evaluate themselves whereas 3 (2.88 %) replied that they are not certain use this implementation. But the other respondents 21 (20.19%) and 13 (12.5%) answered ‘’strongly disagree and ‘disagree’ respectively. In addition to this in the above, Table 4 showed that the majority of the respondents 72(69.23%) of them responded positively to the item 4.6. That is, the use their mothers tongue language whenever they asked to do activities to in pairs or groups rather than English language in contrast to this 30 (28.84%) of them agreed with the idea that they uses English language whenever they are asked to do activities in pairs or groups in speaking class. In my classroom observation also proved the same result, that most of the students were used their first language than speaking in English

Table 5: challenges related to Students’ Reflection on teachers

Item	Statement	Response category						
			Strongly agree	agree	Uncertain	disagree	Strongly disagree	Total
5.1	My English teacher often gives emphasis to teach language forms and structures than speaking.	No	37	28	4	20	15	104
		%	35.58	26.92	3.85	19.23	14.42	100
5.2	My English teacher often prefers explaining and demonstrating to creatingconditions for the students to practice speaking.	No	31	33	3	20	17	104
		%	29.81	31.73	2.88	19.23	16.35	100
5.3	My English teacher does not provide us with the opportunity to practice speaking in pairs and groups.	No	32	34	5	22	11	104
		%	30.77	32.69	4.81	21.15	10.58	100

As illustrated in table 5 above, most of the students responded positively for item **5.1**. That is 65 (62.5%) of them are agree it. This implies that the teacher often gives emphasis to teach

language forms and structures than speakingactivities like oral presentation, group work, pair work etc. using English. However, less than half of them 35(33.65%) indicated that the teacher like to teach speaking activities like oral presentation, group work, pair work etc. using English. This is also approved by the class room observation result also supports this idea as students did not make active participation in speaking activities (Ap)

Concerning table 5 showed in item **5.2** more than half of the respondents that is 64(61.53%) agreed that teacher often prefers explaining and demonstrating to creating conditions for the students to practice speaking activities, and 33(31.73%) of the respondents' gives the reverse. In addition in item **5.3** of table 5: 66 (63.46%) the respondents said the teacher does not provide us with the opportunity to practice speaking in pairs and groups, and33 (31.73%) of the respondents answered the inverse.

Table 6: challenges related to Students' Reflection on classroom

Item	Statement	Response category						
			Strongly agree	agree	Uncertain	disagree	Strongly disagree	Total
6.1	There are a large number of students in the class.	No	37	29	4	18	16	104
		%	35.58	27.88	3.85	17.31	15.38	100
6.2	Seats are not suitable in the class room	No	29	33	7	21	14	104
		%	27.88	31.73	6.73	20.19	13.46	100
6.3	There is no group work sitting arrangement in the class	No	31	41	6	16	10	104
		%	29.81	39.42	5.77	15.38	9.62	100

In the above, Table 6 showed that the majority of the respondents 66 (63.46%) of them responded positively to the item 6.1. That is, they agree that high number of students in the classes and suffocated the area and 34 (32.69%) of them agreed with the idea that the spaces is enough. In my classroom observation also proved that due to high number of students in

the classes and the teacher didn't address the students effectively to implement speaking activities.

Summary of Teachers' Responses in the Interview

A total of 1-hour and 5 minute interviews with 3 (1 female) English teachers, 22.11, 21.25 and 21.57 minutes for the first, second and the third teachers respectively, were conducted. Before the beginning of an interview, first, the purpose of the interview was clearly introduced to all of the teachers briefly, and then a semi-structured interview was conducted with all of them., the purpose of the interview was dominantly to know the challenges English teachers faced while implementing speaking activities and secondly to cross-check and corroborate data from classroom observations and student questionnaires. Four interview questions were prepared based on the objective of the study and forwarded to the informants.

Question1. How you implement speaking task in the classroom?

Teacher 1: Good,I recommend the students to form pair or group work to teach speaking task; however, students are not volunteer to form group and to dialogue with friends.

Teacher 2: I try to implement or teach according to the curriculum.

Teacher 3: actually it is good but students are reluctant to speak and murmuring instead of the actual topic

Question2. Do you implement the speaking tasks as they are required by the notion of the textbook and the syllabus?

Teacher 1: From my experience students are not willing to talk in pairs and groups in English. Thisindicated that they did not volunteer to practice speaking at low grades. On top of this, students' poorproficiencies also the other problem to carry out the oral activities in their text book. Thus, I often forcedto change my teaching methodology to teacher centered.

Teacher 2:I try to implement according to the curriculum but students are no interested to do the task I often encourage them to discuss in groups for the oral activities in their text book.However; they are not ready to practice rather they talk either in Amharic language duringEnglish lesson except few of them. They expect everything from me. They do not have care for speaking.The activity requires

students to talk freely but they do not want. This indicates that may be speakingdoes not appear in exams or perhaps they lack the confidence.

Teacher 3: of course as I said before in question one I try to lead the lesson in the context of syllabus in the text but even the students are not ready for the speaking task rather than they are listening and writing something no more speak to the classroom because of shines and they fill angry to speak because of lack of knowledge and confidence.

Question3. What are the challenges that you face while teaching speaking task?

Teacher 1: Use of mother tongue, lack of confidence to speak the language and their poor background in English etc.

Teacher 2: the school is located around rural area most students came from their family so cannot have opportunity to speak target language because of this they lack ofconfidence to speak in front of students and low language proficiency are some of them.

Teacher 3: This is really depicting in question two but I think students are freenessmay lack confidence and knowledge and some few students does not allow to speak even they have potential to speak English so they are reluctant.

Question4. Which skills of English do you like to teach most? Why?

Teacher 1: Reading skill because students are actively participate in reading skill

Teacher 2: speaking because the purpose of language is for communication

Teacher 3:speaking because if students speak more they enhance their language aspects all especially vocabulary, grammar, writing skill and the pronunciation matter improved.

4.3. Discussion

The objective of this study was to explore the implementation of speaking tasks in English classrooms, with particular reference to grade eleven of Gunchire and Terhogn secondary school. In this part, the data that had been gathered and analyzed were discussed under three major themes in response to the three basic research questions. Hence, to achieve this objective, the study was focused on finding answers to the following basic research questions:

1. How do teachers implement speaking tasks in the classroom?
2. How the EFL teachers teachs speaking skill Tasks in the classroom?
3. What are the challenges that high school teachers face while teaching speaking tasks?

The main target of the first research question was to investigate the way in which EFL teachers implement speaking activities in their classrooms. The study was conducted at Gunchire and Terhogn secondary school (Guragae zone-Enore district). The study is descriptive in which both quantitative and qualitative approach was used. The required data for the study was collected through classroom observation, questionnaire and interview. Of these, classroom observation was the main data-gathering instrument. was also used as a supplementary tool. The data from the classroom observation and interviewwere categorized and analyzed qualitatively, and data collected through the questionnaire wasanalyzed quantitatively. Simple narrative description was used for the analysis. The overall findings indicate that English language teachers in the target secondary school did not usually present speaking activities in their classrooms. As shown in the results the teachers did not arrange students for oral interaction (speaking) either in pair or in groups. The teachers did not carry out activities like role play, games, discussions etc. and the teachers gave more emphasis to grammar and vocabulary than oral practices. The immediate and direct correction giving method of the teachers influenced the teaching of speakingand participation in group or pair works.

The aim of the second research question was to investigate if teacher's implementation of speaking activities was in line with the notions of the textbook. The syllabus of the grade 11 English students textbook recommends thatthe EFL teachers implement activities that promote speaking tasks, such as arranging students for oral interaction (speaking) either in pairs or groups.

Carrying out activities like role play, games, and discussion encourage motivation of the students to participate and oral practices for speaking. In addition, giving more emphasis on grammar, vocabulary and immediate and direct correction hardly promotes speaking. The data collected from students' questionnaires, teachers' interviews, and classroom observations confirmed that the teachers were not implementing the activities that help learners master their speaking skills and those recommended by the syllabus. Instead of teaching the task as per the syllabus, the teachers were teaching speaking in a traditional way (teacher-centered approach).

Therefore, as recommended by Joanna Nifli (23rd Feb 2021), using qualities of successful speaking activities in the classroom, the teachers hardly implemented the recommended methods and tasks of teaching speaking. The teaching activities to promote speaking task (HayriyeKayi), but the teacher in the intended school did not implements those activities which promote the teaching process of speaking tasks of role play, discussion, group working, participation and other supportive. The finding also showed that the teachers gave more emphasis for grammars and use more time for explanation and ignore the role of the students. Immediate and direct correction giving nature of the teachers in the intended schools, make the students more conservatives for participation.

The third research question was aimed at finding the challenges EFL teachers face during the implementation of speaking activities at the intended school. The main objective teaching speaking is for proper communication of the students in the classroom, because people cannot achieve their aims, objectives and goals without proper communication. So, speaking is the most important skill to acquire foreign language. Brow and Yuke (1983) say, "Speaking is the skill that the students will be judged upon most in real life situations". Even though teaching speaking is the most important among the four skills, the EFL teacher's faced different challenges during speaking task implementation in the intended school. The challenge EFL teachers faced for the implementation of speaking activities were expressed by, (Ur 1995: 121): defined as " inhibition – fear of making mistakes, losing face, criticism; shyness; nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments; low or uneven participation – often caused by the tendency of some learners to dominate in the group; mother-tongue use – particularly common in less

disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language."

The finding of this research confirmed that the challenge EFL teachers faced in teaching speaking activities were lack of confidence to speak freely in the class, influences of use in their mother tongue in pair or group work, lack of motivation of active participation indifferent oral interaction activities, did not work in pair or group using the target language, expected more from their teachers explanation than doing the activities themselves, low language proficiency, seem to have inadequate vocabulary to participate and the whole group are hardly working together effectively and successfully.

The investigation from the data gathered from students', questionnaires, teachers' interviews, and classroom observations were consistent and results indicated that the teacher plays great role in order to help students achieve successful collaborative groups i.e. is teacher-centered rather than student-centered.

In classes room observation I confirmed that the smaller size of the class room and immovable nature of the student desks were an additional challenge faced by EFL teacher during teaching speaking tasks.

5.SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Summary of major finding

The objective of this study was to explore the implementation of speaking task in English classroom, with particular reference to grade eleven Gunchire and Terhogn secondary school to suggest alternative solution to the problems. In this part, the data that had been gathered and analyzed were discussed under three major themes in response to the three basic research questions. Hence, to achieve this objective, the study was focused on finding answers to the following basic questions:

1. How do teachers implement speaking task in the classroom?
2. How the EFL teachers teachs speaking skill Tasks in the classroom?
3. What are the challenges that high school teachers face while teaching speaking task?

The study is descriptive in which quantitative approach was used. Classes room observation, were the major tools in which data were collected through, questionnaire and interview was also used as a supplementary tool. Class's room observation data were categorized and analyzed qualitatively and data collected through other tools (questionnaire and interview) were quantitatively analyzed. Simple narrative description was used for the analysis.

5.2 .Conclusion

On the basis of the findings of the study, the researcher has drawn the following conclusions

- The study proved that the teacher did not implement the task according to the curriculum or the syllabus.
- The English teacher in the targeted school mainly focuses or encourage traditional way of teaching (teacher centered).
- The majority of students expect to pass the exam when they are learning form and stricture rather than speaking tasks
- As the result of the study showed, majority of the students were not actively participant in the classroom due to lack self-confidence for example afraid of making mistakes and fear of feedback given among their friends as well as teachers.

- The classroom were not arranged or organized in the way that could develop students speaking skills.

5.3. Recommendations

The main objective of this study was to explore English teachers' implementation of speaking activities in the Ethiopian grade 11 English languages textbook.Based on the finding of the study, the researcher forward the following recommendations for the improvement of students teaching process of English speaking skills, in the target grade level

- English teachers in the targeted school hardly implement the speaking activities, so it is advisable to the teachers to implement activities as of recommended by the text book.
- English teachers should be focused on active learning (student centered) in speaking activities rather than routine way of teaching.
- The English teachers in the targeted school needs short term training in the subject area in order to updatetheir knowledge of speaking task.
- English teachers should be advised to the students that implementing speaking activities to improve the knowledge of other skills such as vocabulary, grammar….
- There was clear teacher dominance in English-speaking skills classes. The existing methods of teaching English-speaking skills at the intended school were not practical and needed a change.
- . Teachers of English-speaking skills must adhere to the techniques in teaching English speaking skills at the intended school.
- The concerned bodies (administrator) of the targeted school should be supported for the arrangement or convenience of teaching learning environment of classroom.

6. References

Achmad,D. and Yusuf, Y.Q. (2014).Observing Pair-Work in An English Speaking Class.International Journal of Instruction. January 2014, Vol. & No.1.

Al Hosni, Samira, (2014). Speaking Difficulties Encountered by Young EFL Learners. International Journal on Studies in English Language and Literature (IJSELL) Volume 2, Issue 6, June 2014, pp. 22-30.

Alharbi, A. Heba, (2015). Improving Students' English Speaking Proficiency in Saudi Public Schools. International Journal of Instruction Vol. 8, No. 1 Jan 2015

Borg, S. (2006). Language Teacher Cognition. Cambridge: Cambridge University press

Breen, M. (1987).Learning Contributions to task design. Inc.

Brown 1984. Teaching talk. Cambridge: Cambridge University press.

Brown and Yule. (1989). Teaching the Spoken Language. Cambridge: Cambridge University.

Brown, G. & Yule, G.(1983). Teaching the Spoken Language. Cambridge, Uk: Cambridge University Press.

Brown, G. and Yule, G. (1981). Teaching the Spoken Language. Cambridge. Cambridge University Press

Brown, H. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. New York Longman, Inc..

Brown, H. D. (2001). Teaching by Principles. An Interactive Approach to Language Pedagogy. New-York Longma

Brown,H.D (1994) Teaching by principles an interactive approach to language pedagogy (2nd ed) Longman.

Brown. H.D. 1994. Teaching by principals: an interview approach to language pedagogy. New Jersey, prentice Hall regent.

Brumfit, C. J.(1984**).** *Communicative Methodology in Language Teaching.*CambridgeUniversity Press.

Burns, A., & Joyce.(1997).*Focus on Speaking.* Sydney: National Center for English Language Teaching and Research.

Bygate , M. (1987). Speaking. New York, N.Y.: oxford university press.

Bygate , M. (1987). Speaking. New York, N.Y.:oxford university press.

Byrne, D.(1986). Teaching Oral English: Language Hand Books For Language Teachers.Longman.

Candlin, C. (1981). Teaching of English: Principles and Typology

Candlin, C.N. (1987). Towards task based language learning .In. C.N. Candlin and Murphy (eds.),Lancaster Practical Pupers in English Language Education. Vol. 7. Language Learning Tasks 5-22 Englewood Cliffs, NJ:Prentice Hall.

Chaney, A. (1998).*Teaching Oral Communications in Grades K-8, Boston:*Ellyn and

Chaney, A. (1998).*Teaching Oral Communications in Grades K-8, Boston:*Ellyn and Bacon**.**London: Longman.

Chaney, A. (1998).Teaching Oral Communications in Grades K-8, Boston: Ellyn and Bacon. London: Longman.

D. Shrouf, Teaching and Improving Speaking Skill, Philadelphia University, Amman, Jordan, 2012.

Dereje, Tesfa&Eyasu, (2021). EFL Teachers' Practices and Implementations of Speaking Activities in Ethiopian English Textbooks. Hindawi Education research international.

Ellis, R. (2003). Task-Based Language Learning & Teaching. Oxford: OxfordUniversity Press.

Estaire, S. &J.Zanon. (1994). Planning Class work: A Task- Based Approach. Oxford:MacMillan Heinemann.

Finegan and Besnier1989: Language, Its structure and USE: san Diego: Harcourt Brace Jovanovich.

Florez, M. (1999)."Improve Adult ELLs Speaking Skill". ERIC Digest (ERIC Document Reproduction Services No. ED: 435204).

Florez, M. A. C. ,1999: Improving Adult English Language Learners' Speaking Skills.

Garinger, D. (2001) :Textbook selection for the ESL Classroom, Southern Alberta institute of Technology.

Gower, R, Phillips, D. and Walters, S. (1995). Teaching practice handbook.Oxford: Heinemann.

Harmer, J.(1983). The Practice of English language Teaching. Longman.

Harmer, Jeremy. (2002). The Practice of English Language Teaching. London: Longman.

Harmer,J. (2002).The Practice of English Language Teaching, 2nd impression, Longman.

Harmers, J. 2001. The practice of English language teaching, 3rd edition Longman, publishing, New York

Hayriye Kayi. Teaching Speaking. Activities to Promote Speaking in a Second Language. University of Nevada (Nevada,USA).

Heaten , J, B.(1990). Classroom Testing. Harlow, UK: Longman., S

Heaten , J, B.1990: Classroom Testing. Harlow, UK: Longman.

Henery,S. 2023: Definition of language. Britannica: Dimensions 2023 Joint Conference on Language Teaching (SCOLT).

Hutchinson, T. and Tomas E, 19994. The text book as a agent of change. ELT journal.Volume .48/4.

Joanna Nifli (23rd Feb 2021), Promoting active learning in the EFL classroom.World Press

Johnson, K (1979) The Communicative Approach To Language Teachers. Oxford: Oxford University Press.

Karen,G.(1994) The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skill. Cairo: Ain Shams University.

Klippel, F. (1984). Keep Talking Fluency Activities For Language Teaching. New York:Cambridge University.

Krashen, S. (1997), The Comprehension Hypothesis. Recent Evidences. English Teachers Journal

Kyriacou, C.(1998). Essential of teaching skills (2nd') London: Nelson Thornes.

Lewis, M. & Hill, J.(1985**).** *Practical Techniques for Teaching Language Teaching.*Language Teaching Publications, England.

Littlewood,W.(1981).CommunicativeLanguage Teaching.Cambridge: Cambridge University Press

----------, W. (1984). Foreign And Second Language Learning: Language AcquisitionResearch and Its Implication for the classroom.Cambridge: Cambridge University Press.

---------,W .(1991).Foreign and Second Language Learning. London:Cambridge University.

.

Lue, E. L. (2000). Implementing the New Curriculum: Issues of Theory and Practice of curriculum Development and Teacher Educators. Research package for Seminar. Mekelle, Ethiopia

Mcdonough, J. (2003**).** *Materials And Methods In ELT: A Teacher's Guide, 2nd Ed.* Oxford**:**Oxford University Press.

Methitham,P. (2014).Survey The Landscape of ELT In Thailand: Offering New Possiblity for Change.WEI International Academic Conferences proceedings.

Nunan,D. (1987). *'Communicative Language Teaching: the Learner's View,' In B. Das*

--------,D. (1988). *The Learner Centered Curriculum.* Cambridge: Cambridge University.

--------,D (1989). Designing Tasks For The Communicative Classroom. Cambridge: Cambridge University Press.

-------*,D (2003).Language Teaching Methodology. New York: Prentice Hall.*

Onwuegbuzie, A.And N. L. Leech, (2oo4).Enhancing the Interpretation of Significant Findings:The Role of Mixed Method Research.Paper Presented at the Annual Meeting Of TheEasteren Educational Research Association, (February).

Rajeev, R. (2021). Communication Skill in English. International Kindle Paper white.

Richards, J. & Rodgers, T. (2001). Approaches & Methods in Language Teaching. Cambridge:

Richards, J. C. & Rodgers, T**.(**1986**)**. *Approaches and Methods In Language Teaching; A description and Analysis.* Cambridge, UK: Cambridge University Press.

Rivers, W.M.(1981). Teaching Foreign Language Skills (2nd Ed.). Chicago: University Of Chicago Press.

Sarantakos, S. (2005).Social Research (3rd Ed). New York: Palgrave Macmillan.

Sheldon,L.E (1980). Role of Textbook in Language Teaching and Learning. Teaching English Organization: UK

--------, E. 1987. ELT Text books and materials Problems and Evaluation and development.ELT Document vol. 126.

---------,L.E.(1988). Evaluating ELT textbooks and Materials. ELT Journal Cambridge University press.

Shumin, K. (1997). Factors to consider: Developing adult EFL students' speaking abilities. English Teaching Forum 25(3).

Silverman .(1996). Active Learning: 101strategies to teach any subject. Boston: Allynand Bacon.

Skehan, P., 1998. A Cognitive Approach to Language Learning. Oxford: Oxford University Press.

T. S. Rodgers and J. C. Richards, Approaches and Methods in Language Teaching, Cambridge University Press, Cambridge, UK, 1986

Talley, P. C., & Hui-Ling, T. (2014). Implicit and explicit teaching of English speaking in the EFL classroom. International Journal of Humanities and Social Science, 4(6), 38-45.

Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. Asian Journal of Educational Research, 3, 8-23.

Ur.P. (1996). A course in language teaching. Practice and Theory: Cambridge University press.

W.Littlewood, (2007). “Communicative and task-based language teaching in East Asian classrooms,” Language Teaching,vol. 40, no. 3, pp. 243–249, 2007.

Wajnryb,R. (1992). Classroom Observation Tasks. Cambridge: Cambridge University press

Widdowson, H. G. (1990). Aspect of Language Teaching. Oxford, O.U.P.

Willis (1998): The role of communication in organizational change: University of Amsterdam department of communication.

Appendix A

WOLKITE UNIVERSITY

DEPARTEMENT OF ENGLISH LANGUAGE AND LITERATURE

(GRADUATE PROGRAM)

Class room Observation Checklist for Teacher

Part 1: general information

Name of the school---------- **Teacher code**----------
Sex------- Teacher's qualification ---------- Teaching experiences -------
Date of the observation---------- **Grade and section**----------
Topic of the lesson----------
Time ----------

Part 2 research related information

Instruction: please, mark a tick (√) in the column that belongs to the statement.

No		yes	no	Remark
1	How do teachers implement speaking task in the classroom			
1.1	Arranges students for oral interaction (speaking) either in pair/groups			
1.2	Carries out the activities like role play , games, discussions etc			
1.3	Gives much emphasis grammar and vocabulary than oral practice			
1.4	Gives much time for oral practice activities			
1.5	Encourage the students to speak in English?			
1.6	Encourages his/her students participation in group/pair work			
1.7	Gives immediate and direct correction			
1.8	Uses the target language very well			
2	**challenges related to students that teachers teaching speaking task**			

2.4	Have the confidence to speak freely in the class			
2.5	Use in their mother tongue in pair/group work			
2.6	Make active participation indifferent oral interaction activities			
2.7	Work in pair/group using the target language			
2.7	Need their teachers explanation than doing the activities themselves			
2.8	Have low language proficiency			
2.9	Seem to have inadequate vocabulary to participate			
2.10	The whole group are working together effectively and successfully			
2.11	The teacher plays great role in order to help students achieve successful collaborative groups			
2	**challenges related to classroom condition that teachers teaching speaking task**			
2.2	There are large number of students in the class			
2.3	There is enough space for interaction in group s or pairs			
2.4	The disks and tables are not easily moveable to organize groups			
2.5	There is Group work sitting arrangement			

Appendix B

WOLKITE UNIVERSITY

DEPARTEMENT OF ENGLISH LANGUAGE AND LITERATURE

(GRADUATE PROGRAM)

Questionnaire for Students

Dear Student,

The purpose of this questionnaire is to gather data for a study leading to an MA degree in TEFL-Teaching English as a Foreign Language. This study aims at exploring the implementation of teaching English speaking skill in the class room. It also identifies some problems, if any, which are related to teaching speaking skills. The researcher hopes that the result of this study will create better awareness about teaching speaking skills. The information you provide through this questionnaire will remain confidential throughout and will only be used for this research purpose. Therefore, please be honest and feel free to provide genuine information.

Part 1 general information

Instructions: provides necessary information about the following.

1. Write your personal information about the following.

1.1. Name of school_____

1.2. Grade and section _____

1.3. Sex: male ☐ female ☐

Part 2 research related information

Instruction: please read the following statements and then indicate your responses by using the

Scales are given below Put a tick (√) the given alternative: strongly agree, agree, uncertain, Disagree and strongly disagree.

Key: 5= strongly agree 4= Agree 3= Uncertain 2=Disagree 1= Strongly disagree .

NO	Assumed problems	5	4	3	2	1
1	**Student related problems**					
1.1	I have not the confidence to speak freely in the class as I afraid of making mistake and criticism to friends.					
1.2	I prefer to learn grammar and vocabulary than speaking.					
1.3	I prefer teacher explanations than the activities myself.					
1.4	I plan my way of developing speaking					
1.6	I do not like to participate in speaking activities (e.g. presentation, group work, pair work etc.) is using English.					
1.8	I use my mother tongue language whenever I asked to do activities in pairs or groups in English speaking class.					
2	**Teacher related problems**					
2.1	My English teacher often gives emphasis to teach language forms and structures than speaking.					
2.2	My English teacher often prefers explaining and demonstrating to creating Conditions for the students to practice speaking.					
2.5	My English teacher does not provide us with the opportunity to practice speaking in pairs and groups.					
3	**Class size related problems**					
3.1	There are a large number of students in the class.					
3.2	Seats are not suitable in the class room					
3.3	There is no group work sitting arrangement in the class					

ተ.ቁ	የ ሚከሥሱ ችግሮች	5	4	3	2	1
1.	**የ ተማሪ ችግሮች**					
1.1	በራስ የ መተማመን ማጣት እና ስህተት ከፈጠርኩ ትችትን መፍራት					
1.2	ተማሪዎች ከንግግር ይልቅ ሰዋሰውመሟ መሥረጥ					
1.3	ማ/ር ተኮር የ ማስተማር ዘዴን ከተማሪ ተኮር ዘዴና በራስ የ ማነራት ፍላጎት አነስተኛ ሚሆን					
1.4	ተማሪዎች የ ንግግር ችሎታቸዉን ለ ማዳበር ዕቅድ ያዘጋጃሉ					
1.5	ተማሪዎች በንግግር ክፍለጊዜ ንቁ ተሳትፎ አለ መድረግ (ምሳሌ ንግግርን ማቅረብበጋራመወያየት) በእንግሊዘኛ					
1.6	ተማሪዎች በእንግሊዘኛ ክፍለጊዜ የ አፍጭቃቋንቋ ማጠቀምን የ መጀመሪያ ምርጫመድረጋቸውበ ሚከየ ቁበት ጊዜ					
2.	**ከ ማር ጋር የ ተያዙችግሮች**					
2.1.	መምህሩ ሁልጊዜ ሰዋሰዉሳስተሚን መሥረጥ ከንግግር ይልቅ					
2.2.	መምህሬ ሁልጊዜ በራሱ ማስርዳትና መግለጽ ተማሪዎችን እንዲለመመዱ ከ መድረግ ይልቅ					
2.3.	መምህር ቶከር የ ማስተማር ስነ -ዘዴን መማሪ ጥ					
3.	**ከ ክፍል ጋር የ ተያያዘ ጥያቄ**					
3.1.	በአንድ በክፍል ውስጥ ብዙ ተማሪዎች ስለ ሞራቸዉ					
3.2	የ ተመቻቸ የ ተማሪ መቀመጫወንበሮች በክፍል ውስጥ ስለ ሞሩን					
3.3	በጋራ ለ መወያየት የ ሚያግዝ የ ተመቻቸ በታ ስለ ሞሩን					

Appendix C

WOLKITE UNIVERSITY

DEPARTEMENT OF ENGLISH LANGUAGE AND LITERATURE

(GRADUATE PROGRAM)

Teachers' Interview Questions

Dear teacher,

I am presently working my thesis a study on the implementation of teaching English speaking skill in the English class room. I thank your cooperation and willingness to my interview. As your information can enrich this research, so your genuine opinion or response has its own contribution to my study and I kindly request you to give me the require information, therefore, I would like to thank you again for sparing your valuable time and effort in this interview. I would like to let you know that any information will be kept confidential and used only for this study.

1. How you implement speaking task in the classroom?
2. Do you implement the speaking tasks as they are required by the notion of the text book and the syllabus?
3. What are the challenges that you face while teaching speaking task?

4. Which skills of English do you like to teach most? Why?

Appendix D

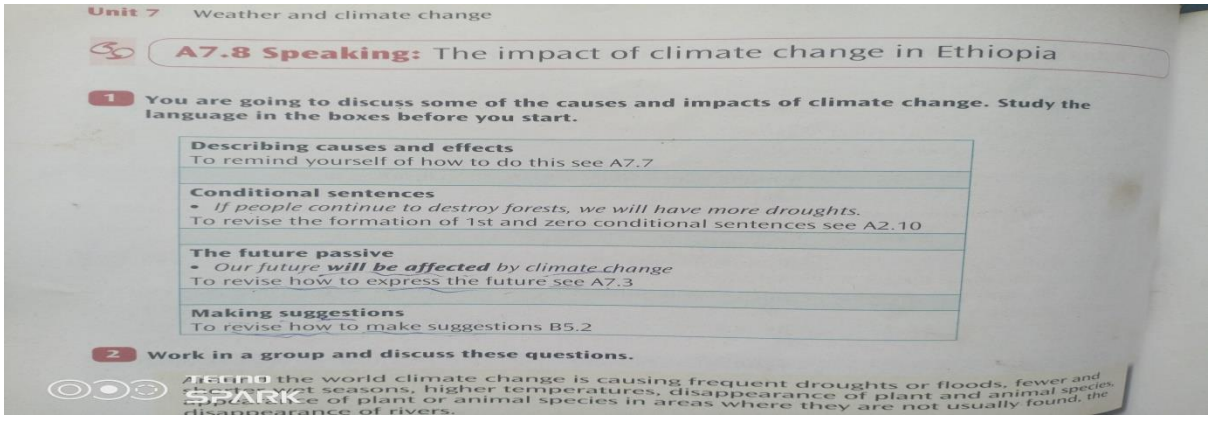
WOLKITE UNIVERSITY

DEPARTEMENT OF ENGLISH LANGUAGE AND LITERATURE

(GRADUATE PROGRAM)

Sample speaking lesson

Picture 1.



Unit 7 Weather and climate change

A7.8 Speaking: The impact of climate change in Ethiopia

1 **You are going to discuss some of the causes and impacts of climate change. Study the language in the boxes before you start.**

Describing causes and effects
To remind yourself of how to do this see A7.7

Conditional sentences
- *If people continue to destroy forests, we will have more droughts.*

To revise the formation of 1st and zero conditional sentences see A2.10

The future passive
- *Our future **will be affected** by climate change*

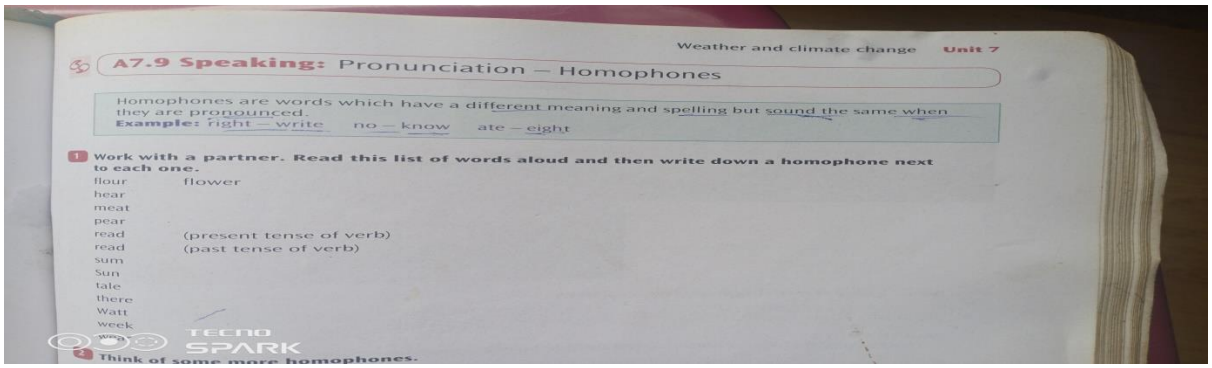
To revise how to express the future see A7.3

Making suggestions
To revise how to make suggestions B5.2

2 **Work in a group and discuss these questions.**

a the world climate change is causing frequent droughts or floods, fewer and ... seasons, higher temperatures, disappearance of plant and animal species, ... of plant or animal species in areas where they are not usually found, the disappearance of rivers.

Picture 2.



Weather and climate change Unit 7

A7.9 Speaking: Pronunciation — Homophones

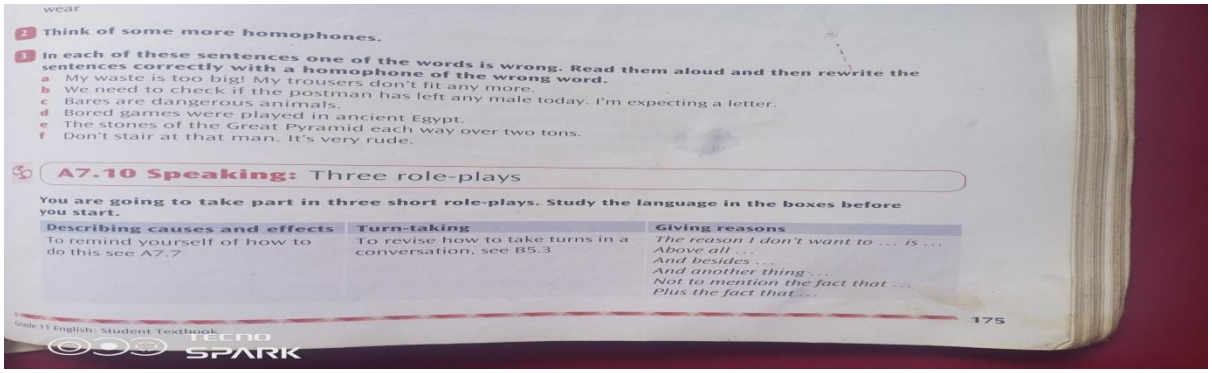
Homophones are words which have a different meaning and spelling but sound the same when they are pronounced.
Example: right — write no — know ate — eight

1 **Work with a partner. Read this list of words aloud and then write down a homophone next to each one.**

flour	flower
hear	
meat	
pear	
read	(present tense of verb)
read	(past tense of verb)
sum	
Sun	
tale	
there	
Watt	
week	

2 **Think of some more homophones.**

Picture 3.



wear

2 **Think of some more homophones.**

3 **In each of these sentences one of the words is wrong. Read them aloud and then rewrite the sentences correctly with a homophone of the wrong word.**

a My waste is too big! My trousers don't fit any more.
b We need to check if the postman has left any male today. I'm expecting a letter.
c Bares are dangerous animals.
d Bored games were played in ancient Egypt.
e The stones of the Great Pyramid each way over two tons.
f Don't stair at that man. It's very rude.

A7.10 Speaking: Three role-plays

You are going to take part in three short role-plays. Study the language in the boxes before you start.

Describing causes and effects	Turn-taking	Giving reasons
To remind yourself of how to do this see A7.7	To revise how to take turns in a conversation, see B5.3	*The reason I don't want to ... is ...* *Above all ...* *And besides ...* *And another thing ...* *Not to mention the fact that ...* *Plus the fact that ...*

Grade 11 English: Student Textbook 175

WOLKITE UNIVERSITY

SCHOOL OF GRADUATE STUDIES

We her by certify that the thesis entitled “The Implementation of Speaking Tasks in English Language Teaching Class Room; The Case of “EnoreWoredaGurage Zone” preparedby Fetiya Akmel Abdima. We recommend that the thesis shall be fulfilling the requirements for the award of MA degree in Teaching English as a foreign language.

_____	_____	_____
Name of major advisor	Signature	Date
_____	_____	_____
Name of co-advisor	Signature	Date

As members of the Board of Examiners of the final Master's degree open defense examination, ,have read and evaluated this Thesis prepared by FetiyaAkmelAbadimaandexamine the candidate. We herbycertifythat,thetheise is accepted for fulfilling the requirements for the award of MA degree in Teaching English as a foreign language.

_____	_____	_____
Name of External Examiner	Signature	Date
_____	_____	_____
Name of Internal Examiner	Signature	Date
_____	_____	_____
Name of the Chairperson	Signature	Date

Final approval and acceptance of the thesis is contingent upon the submission of the final copy to the CouncilofPostgradateProgram(CPGS) through the candidate:s department or schoolgraduate committee DGC or SGC).

Declaration

This thesis my original work and not been presented in any other University and all sources of materials used for this thesis have been duly acknowledged.

Name ———————————— Signature ———————————— Date