



SCHOOL OF GRAGUATE STUDIES
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
AN EVALUATION OF THE GRADE NINE ENGLISH TEXTBOOK'S
COMMUNICATIVE GRAMMAR TEACHING TASKS AND EFL TEACHERS'
IMPLEMENTATION AT SODO BUEE ADMINISTRATION SECONDARY
SCHOOL IN FOCUS

AM THESIS

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JUN, 2024
WOLKITE, ETHIOPIA

Wolkite University

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An Evaluation of the Grade Nine English Textbook's Communicative Grammar Teaching Tasks and EFL Teachers' Implementation at Sodo Buee Administration Secondary School In Focus

A Thesis submitted to Department of English Language and Literature in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Arts (MA) in teaching English as a foreign Language (TEFL)

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**Jun, 2024
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Affirmation

I, the undersigned, declare that this thesis entitled “evaluation of grade nine English text book appropriateness to communicative language teaching tasks and EFL teachers’ actual class room implementation: in sodo Buee administration secondary school in focus” is my original work and has not been presented to this or any other institution to get other degree certificate and all the sources used in this study are appropriately recognized.

Name :- Wendmu Mekonen

Signature ----- Date:-.....

ACKNOWLEDGEMENTS

The completion of my thesis was made possible through the unwavering support of my Almighty God, as well as the encouragement and efforts of numerous individuals who accompanied me during the research process. I am profoundly grateful to each and every one of them.

First and foremost, I extend my deepest and most sincere gratitude to my MA thesis advisors, Anteneh (Dr.) and Assefa (Dr.). Their invaluable guidance, constructive feedback, thoughtful insights, and voluntary dedication were instrumental in shaping this study. Their meticulous review of each chapter and wise counsel significantly influenced my understanding and approach. I also extend my gratitude to the administrators, teachers, students, and principals of Sodo Buee Senior Secondary School for their cooperation during the data collection phase. Special thanks are given to W/R Muntaha and Ato Fitsum at Child Fund ETHIOPIA Sodo Buee branch for their material support and technical assistance. I am deeply indebted to my father, Ato Mekonen, my brothers, and my beloved wife, M/rt Beletech Melese, for their unwavering motivation and constant presence by my side. Lastly, I am honored to express my gratitude to my close friends for their moral and technical support throughout this journey.

LIST OF ABBREVIATION AND ACRONYMS

EFL-English as a Foreign Language
CLT-Communicative Language Teaching
ESL-English as Second Language
CGT-Communicative Grammar Teaching
G- 9-Grade nine

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ABSTRACT

Communicative language teaching (CLT) emphasize the importance of rich and adequate language input as well as the use of authentic materials and real life interaction to improve learners' communicative competence.

This Study was set out to evaluate grade nine English text book appropriateness in using communicative language teaching tasks and EFL teachers actual class room implementation at Sodo Buee administration secondary school. The researcher used a descriptive research design and mixed methods approach in

conducting this study. The target populations of the study were grade 9 (3 males and 1 female) a total of 4 EFL teachers and (45 female and 45 male) a total of 90 students was selected using simple random data gathering or lottery method .Four data gathering instruments were used to obtain the desired data from participants. Those are questionnaires, classroom observation, interview and textbook review. The data collected with these tools were examined quantitatively and qualitatively. The data from a questionnaire were analyzed using descriptive statistics such as mean, percentage and frequency, where as the data from the observation and interviews were analyzed quantitatively. The overall findings of the investigation demonstrated that lack of appropriateness of allotted time in using authentic purpose which means using e communicative language teaching tasks in different ways using excessive time. The objective of the text book was focused in rules, less appropriateness of contents that did not encourage learning CLT, mismatches between communicative objectives of the textbook and students desire in mastering communicative competence ,lack of authentic materials in the instruction, lack of readiness of EFL teachers to help learners ,limited used of strategies or techniques by the teachers ,lack of assessing learners need by EFL teachers ,lack of being expert for EFL teachers in the instructional class and so on.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

In the setting of EFL/ESL teaching- learning process, communicative language teaching plays a central role. This is due to the fact that to express ideas easily and to explain one's own thoughts learners need communicative competence. (Atkins, Hailom and Nuru, 1995, Azar (2007) states that without grammar, we will only be able to convey meaning through individual words or sounds, images, and body gestures. This implies learning communicative grammar is one of the pillars for learners to communicate effectively in a second language and improve their communicative skills. Therefore reviewing classroom textbooks in using appropriate communicative tasks were very important to study in this research conduct.

Classroom textbook evaluation is a process of measuring the value or potential value of textbooks (Tomlinson, 2023): It involves understanding what instructional materials are effective, less effective, or seemingly ineffective. The evaluation of activities and tasks are important in order to find out whether there is a variety of activities and tasks in a textbook which will meet learner's interest, needs and learning styles. Tasks and activities in school textbooks facilitate learner's development of communicative competence. This research focused to evaluate communicative grammar tasks in Grade nine English textbook and EFL teachers' actual implementation in Sodo Buee Administration secondary school. CLT is an approach to foreign/second language teaching that emphasizes the goal of language learning is communicative competence. The purpose of learning an EFL/ESL is therefore to attain communicative competence.

As Graddol (2000:2), "English is worldwide language the lingua franca of the modern era. English language is the main language of books, newspapers, airports and air traffic controls, international business and academic references sciences and technologies diplomats, sports, international competitions and advertising".

In the process of textbook evaluation, the overall review of the text may be covered, but in this conducted research the inclusion of appropriate CLT tasks were taken into consideration.

Ansary and Babaii (2002) stated that "Evaluation process covers different fields of the curriculum

,mostly the content represented by the text book.

A textbook plays a great role to achieve the language learning objectives even though it is not the only tools for teaching _learning process because of it may burden for teachers to develop their own class room learning materials, have limited time and lie under external pressure that restricted their ability; it gives more emphasis on the use and utility of the text book to compensate the loss of authentic materials”.(Almazloun and Qeshata,2009:2).

The research studied on textbook evaluation that how much activities and tasks related to CLT were incorporated in textbooks to promote learner interaction which was considered to have more benefits in communicative competence than teacher-fronted whole class instruction. As (Litz, 2006). Long (1990) indicates five communicative benefits students have in student-student interaction. These include: to increase the number of students’ in communicative language use, to improve the quality of students’ communicative language use, more opportunities for learners to give response in class interactions, maximizing language use environment and the enhancement of motivation for learning.

According to local researcher Birhanu Desta(2021)”The ultimate goal of learning EFL/ESL is to use the target language for real life communication.”

Unfortunately, Jacobs and Ball (1996) complain that “In many textbooks, in order to help make learner interactions, the authors put the words ‘in groups’ or ‘in pairs’ in front of many activities which should be individual activities to try to encourage learners to cooperate with one another.” Such activities just work in very few situations, but for effective interactions to take place according to them , students will generally need more guidance and encouragement’ not just simple instructions and requirements before the tasks and activities.” “(Jacobs & Ball, 1996, p.99) given that, “second language learners need activities and tasks which help them practice and perform the target language well in both inside and outside of the classroom. “

This study investigated the real communicative practice through activities and tasks via grade nine English textbook with a hope that it could propose implications for both textbook designers and teachers who are using and will be using the textbook. It was part of an overall textbook evaluation project for grade nine English text book. It focused on to evaluate the appropriateness of grade nine English textbook in using communicative language teaching tasks .

1.2. Statement of the problem

The main goal of communicative language teaching is to enable students to communicate in real life situations, rather than just acquiring grammatical knowledge. This approach emphasizes the importance of interaction, problem solving, and context in language learning. In lined with this choosing and using CLT approach is an important consideration for all language educators. There are definitions of language learning tasks which are found in the literature. As Richard's, Platt and Weber (1985)

Communicative language teaching (CLT) is widely recognized language teaching and learning approach. The CLT approach focuses on giving students the skills to clearly and confidently communicate in real world situations with native speakers of their target language. As such, it moves away from a traditional focus on grammar to encourage the active and authentic use of language and acquisition. Therefore in this study using CLT tasks in the classroom were prioritized for problem solving and usually involved class room activities such as role play, pair or group work for learners. The need to investigate the implementation of communicative language teaching in classroom is important for the success of the learners' education. It is obvious that explaining ideas, feeling, emotion and their perspectives using English language communicatively with their friends and teachers make the instruction (teaching-learning) activities effective. Since learners' grade level increase to higher education, they need English language purposely. Therefore, it was very important to study about the implementation of communicative language teaching in the target school.

Author and researcher David Nunan identifies five key elements to the CLT approach.

- Emphasize should be given in learning CLT to communicate through interaction in the target language.
- The information of authentic texts in to the learning situation should be applicable.
- The provision of opportunities for learners should focus on not only on the language but also on the learning process itself.
- An enhancement of the learner's own personal experience should put in to consideration as important contributing elements to class room learning.

- An attempt to link class room language learning with language activation outside the class room should be practicable.

The role of teachers in developing English language by using different communicative strategies, Methods and style have a great value. With parallel to teachers function, students also have impact in the development of English language communication. The researcher hoped that the study in the targeted school had significance value to fill the gap or the limitation of learner's English communication competence.

According to Harmer,1988, and Saving on,2002, the CLT approach offers many advantages for both teachers and students like: learning with clear purpose, fostering a student centered approach, increasing student engagement, promoting lesson variability, developing all core language skills.

English is an important international language. Presently, it is used as a business, scientific, technological, educational and diplomatic language of the world. It is, thus, taught and learned as a second/foreign language in many countries. And it is clear that it is the medium of instruction in this country from the beginning of first cycle to tertiary level. This makes it very important for learners to possess adequate proficiency in the language. After passing 5 years in education in Buee secondary school how much change was there in using CLT tasks by teachers had brought to the learners to use English in real life that remains a big question.

The main objective of this study was to evaluate the grade nine English text book appropriateness to communicative language teaching task and EFL teachers 'actual class room implementation at Sodo Buee administration secondary school.

Different global and local studies have also conducted in relation to the issue of textbook evaluation and CLT tasks.(Tiglu Geza ,2008) studied that 'Using the CGT for communicative purpose is not satisfactory in most high school. (Birhanu Desta, 2021) CGT is a tool for communicating more effectively. (Haregewain Abate, 2008) ' In the teaching learning possess one language skill can be used to support another. (Zelege Wondimneh, 2022) Learning tasks are a means of creating the conditions necessary for the acquisition of language ,(Simegn ,2017) and Mulu(2018) studied on different facts of CGT in different grade levele locally.

(Toshi Chakman ,2021) CLT has faild to meet demand of learners and teachers ,(Siriluck Usaha ,2013) 'Textbook evaluation allow teachers to choose one of the most teaching and

learning materials' , Andrew J West(2016) assess the language learning benefits for students to adapt CLT methodology to English textbook , (Ahmed Frewan ,2015) identified EFL teachers' perception about teaching communication strategies studied by global researchers with different facts of CLT and textbook evaluation.

This study differentiated from the studies conducted so far is that the previous local and global researchers focused on evaluating English textbook by taking either of major and sub skills and the others investigated on practice or challenges on CGT in EFL class. However, this study emphasized on the basis of both evaluating grade nine English textbook in using CLT tasks and EFL teachers implementation. The finding implied that the textbook lacks appropriate tasks that mobilize learners to have communicative competence and lack of EFL teacher's implementation. In this research finding, how CLT tasks are applied in the textbook was the other issue included in the study that needed detail investigation .Textbooks should need comprehensive enough in all aspects of language that enable to deliver learners and implemented by both teachers and learners. The researcher worked with in grade 9 level because a number of students including governmental and private as well as rural and urban primary schools students joined together with in the school with different awareness and practice of CLT.

It was necessary to know their gaps of acceptance and alarming to CLT tasks and practical participation in the class room. Knowing the gaps of the learners at these level (grade 9) students might have a chance to narrow their gaps having awareness. In doing so, students realize that they are going to empower to have a great effort to practice their communicative skill. After three years later, they are going to be candidates for national exam takers and to join university .If so, they need a great struggle to make ready and minimize their gaps of communicative skill.

The researcher used mixed methods approach. The mixed approach was considered to be very efficient in answering research questions compared to the quantitative and qualitative designs when used in isolation (Creswell, 2009). Thus study employed a descriptive research design.

1.4. Objectives of the study

1.4.1. General Objective

The main objective of this study was to evaluate the grade nine English textbook appropriateness to communicative language teaching task and EFL teachers 'actual classroom implementation: at

Sodo Buee administration secondary school.

1.4.2. Specific objectives

The specific objectives of this study were:

1. To evaluate appropriateness of grade nine English text book communicative language teaching (CLT) tasks.
2. To assess how communicative language teaching tasks were implemented in grade 9 EFL classroom.
3. To assess the roles of EFL teachers and students in using CLT tasks in classroom interaction.

1.4.3. Research questions

1. How was the appropriateness of communicative language teaching tasks were using in grade nine English text book ?
- 2 How was communicative grammar teaching tasks were implemented in grade nine EFL classrooms?
3. What were the roles of EFL teachers and students in using CLT tasks in the classroom interaction?

1.5. Significance of the study

The findings of this study are important for various stakeholders who involved in education. Firstly, syllabus designers and textbook writers can benefit to evaluate the appropriateness of using CLT tasks in the Grade Nine English textbook for Ethiopia. By learning from these insights, future editions of the textbook can be improved to better match and include CLT principles, makes learning more effective for learners.

Secondly, English language teachers can gain a deeper understanding how to implement CLT tasks from this research. With this knowledge, they can adjust their teaching methods and customize CLT tasks to fit the needs of their classrooms. This adaptability ensures that CLT practices continue to be useful in different educational settings.

Moreover, the study's results provide useful guidance for teachers, allowing them to modify

existing CLT tasks in the textbook to better suit with their students' needs and preferences. This flexibility enables teachers to implement CLT methodologies more effectively, creating more engaging learning experiences.

Lastly, this research serves as a useful resource for future scholars and researchers interested in similar topics in language education. By offering detailed insights and evidence, this study contributes to the body of knowledge on communicative language teaching and textbook evaluation. It provides a starting point for further research, supporting ongoing improvements in language education practices.

1.6. Scope of the study

The study was focused to Gurage zone sodo woreda Buee Administration secondary school. It was delimited to evaluating grade 9 textbook in using CLT tasks and teachers actual implementation. Since the problem was seen in the school, the researcher focused on the title.

1.7. Operational Definition of Key Words

- **Traditional Grammar Teaching** It is a way of teaching grammar focusing on the mastery of the structures or grammatical rules at sentence level.
- **Communicative Language Teaching** - A way of teaching EFL /ESL with the primary goal of attaining communicative competence of students to use the target language in their real-life situations.
- **Communicative Grammar Teaching** - CGT is a way of grammar teaching for real communication purposes beyond the mastery of grammatical rules at the sentence level

1.8. Organization of the Study

The study is structured into five chapters. Chapter One provides an introduction, covering the background of the research, statement of the problem, objectives, research questions, significance, and scope of the study. Chapter Two presents a review of related literature, offering a comprehensive analysis of existing research in the field. Chapter Three outlines the research methodologies employed in the study. Chapter Four presents the results of the findings, their analysis, and subsequent discussion. Finally, Chapter Five offers a summary and conclusion,

along with possible recommendations derived from the study. Additionally, a bibliography is included at the end of the document.

CHAPTER TWO

2.1 REVIEW OF RELATED LITERATURE

Under this chapter, some basic points that go in line with the research topic and related issues were raised. The role of textbook in the classroom, criteria's of textbook evaluation, features of communicative approach, defining communicative tasks, components of communicative tasks, teachers and learners role on CLT were the basic issues in the unit.

Textbook evaluation is a process of measuring the value or potential value of textbooks (Tomlinson, 2003). According to this definition, it involves making judgments about the effects of textbooks on people (learners, instructors and administrators) who use them. These effects may involve many criteria such as: the credibility, validity, flexibility, etc. of the textbooks. To share this point of view on textbook evaluation, Rea-Dickens and Germanie (1994) define evaluation 'as the means by which we can gain a better understanding of what's effective, what's less

effective and what appears to be no use at all' (p. 28). From the point listed here it is possible to understand that evaluating textbook is a precondition to decide whether the it is useable or not before apply in the class for teaching purpose .

Many scholars said much about textbook evaluation. Lynch (1996) defines evaluation as 'the systematic attempt to gather information in order to make judgments or decisions' (p. 2). Weir and Roberts (1994) seem to be more specific when they consider textbook evaluation to be a systematic collection and analysis of all relevant information necessary to promote the improvement of the textbook and assess its effectiveness and efficiency. Nevo (1977) supports Weir and Robert's view, adding that: Evaluation refers to the process of delineating, obtaining and providing information on the merit of goals, designs, implementation and outcomes of educational activities, and should help to improve educational activities, and should help to improve an educational product during the process of its development, and/or demonstrate the merit of the final product when its development is completed. (Nevo, 1977, p. 127 as cited in Nguyen, 2015: 34) To suit the teaching and learning context in this study, Nguyen (2015) mentions, textbook evaluation could be defined as the process of collecting information about a textbook and analyzing it to find out what works well, the merits, and what needs complementing, balancing or ruling out, the deficiencies, in order to make sound decisions and judgments to use the textbook efficiently for a particular course of instruction.

According to (Gene See and Upshur, 1999:140), "Evaluation is an activity of gathering information to be used in making education decisions".

The ideas mentioned above from each scholar are the same points what the definition of evaluating textbook mean and what should be taken into consideration in the evaluating process.

According to (Becerra, 2006: 33), there are three components of the evaluation process. The first one is the collection of information bearing in mind factor such as: students back ground, learning process and instructional factors. The second component is the interpretation of the information and comparing it with some desired states of affairs, goals or other information that you think is relevant to your decisions. The third one is the decision-making process about instruction, students, and textbook.

To make a decision in the process of evaluation needs to pass within a great struggle since in doing so, it enable a responsible and profitable consequence in the generation. As (Nunan

1998:118) “Evaluation is not simply process of obtaining information but also a decision – making process”. The basic purpose of evaluation in school is to bring about quality improvement in education by providing feedback regarding pupils learning, class room teaching, appropriateness of curriculum and course content.

Thinking about evaluating textbook is thinking about contents and objectives of the text is the starting point the process. As (Hamad Alsowat 2019) explained “Evaluation gives information regarding the effectiveness of the course content.

Making evaluating text book is the pre-condition for knowing about going in line content with objective. There may be certain curricular areas which may prove to be difficult for the students as their maturity level is not developed enough to cope up with them .Such information is useful in judging the appropriateness of the pre-determined objectives” .

To bring better educational outcome evaluating textbook is important to give valuable efficient.

As Scheerens et al.(2003:4) states that “The main motives for creating or improving provisions for evaluation are three main concerns: to formally regulate desired levels of quality of educational out comes and provisions, to hold educational service providers accountable and to support ongoing improvement in education”.

Evaluating textbook is not the only activity of some other groups or individual rather it should be an activity of teachers while teaching learning process as every days task. As Low (1987:21), teachers are expected to play extraordinary roles to modify learning materials which they are using in the classroom instruction to make it up interesting and pupils mental oriented.

Teachers generally need to screen materials in order to predict their suitability for particular classes. The generic goal of most evaluation is to provide useful feedback to a variety of audiences including sponsors, donors, client – groups, administrators, staff and other relevant constituencies.

2.2. The role of Grade 9 English text book in EFL class room

Among the components of teaching and learning process of English language textbook is the first and the most important thing. As (Hamad Alsowat 2019) states that, “Teachers feel that it is very difficult for them to teach systematically without text book.

As long as English language has many important components but the more important one in EFL class is the text book. Indeed, the text book plays a crucial role in providing a base of materials for both teachers and learners'

(Sheldon, 1988 P -237) suggests that "Text books do not only represent the visible heart of EFL program but also offer considerable advantages for both students and the teachers when they are being used in the ESL/EFL classrooms."

Since English is widely used language in the world ,it needs special due care to teach learner using well organized textbook which get easily in the hand of student .

As English is worldwide language students can catch much knowledge based on the text books in which carefully adapted in concern with students need. (Hutchinson and Torres, 1994 P -315) said that "The text book is an almost universal elements' of teaching".

2.3. Criteria for Text Book Evaluation

Text books can be evaluated through different criteria. Different scholars suggest their own believes. Some scholar said summative and formative, others said pre-use, in use, post use. According to (Hamad AL sowat, 2019) research, there are some other criteria which are as follow: layout and design, objectives, instructions ,activities and tasks, balance of skills, language type ,subject and content, social and cultural values, humanistic nature, teachers needs are some of the lists. From the lists the researcher wants to focus on objectives, activities and tasks, balance of skills and subjects and content which are directly related with the objectives of this study as points of evaluation.

2.3.1. Objectives: When evaluating textbook, objectives are taken into consideration whether its quality and suitability much with students' level of acceptance and mental readiness. As (Hyland ,2007 P -76) states that" Objectives are important to ensure that appropriate learning is achieved.

Just as a syllabus objectives specify the knowledge and skills students will acquire at the end of a course, lesson and unit objectives describe the observable behaviors learners will display at the end of the unit". Scholar Hyland added that "Text books should concentrate on clearly stated objectives. Learners want to know why and what they are learning about and the activities and tasks make focused and consequential."

According to (Cunnings Worth, 1995 p-15) the aims and objectives of learning – teaching program should determine which course materials are used and not vice versa ,reflecting the principle that course books are better servants than masters “.Learners understanding and mastering the subject is directly related to the objectives of the text book.

2.3.2. Activities and CLT Tasks in the English Textbook: Text books should be supported with activities and tasks in order to catch up students’ attention exert their power to the lesson and have got meaningful learning.

Activities and tasks should include exercises that facilitate students’ opportunities to practice and extend their language skills. (Tomlinson 1998 p -9) states that “Tasks are related t with learners ‘self confidence”. He also narrated that “Learners develop confidence through variety of activities which try to push learners slightly beyond their stimulating which are problematic but which are achievable too.(Richards, 2001 p-266) explained that “The tasks in the text books should be flexible and not favor one type of learner over another. Besides good text books should have variety of exercises and tasks that enhance cooperative learning “.

Text books need comprehensive organization to be accomplished in different tasks techniques, strategies, methods and teaching materials that motivate learners feeling and interest.

As (Jacobs and Ball,1996 p-99) worked out that “Not all group work promotes learning in some ELT books ,group activities appear to have been created merely by putting the words ‘in groups’ or ’ in pairs ‘in front of what were formally individual activities without making any changes to encourage learners to cooperate one another .such instructions may be enough in some situations but for effective instruction to take place, students will generally need more guidance and encouragement “.

2.3.3. Balance of Skills: (Mc. Donough and Shaw,2003 p-175) Language is incorporated with different major skills: listening, speaking, reading, writing and other sub skills like grammar and vocabularies.

To learn each skill effectively using the sub skill communicative grammar teaching (CGT) is very important.

Appropriate text books should look for a balance of skills. As (Mc. Donough and Shaw,2003 p-175) argue that “Materials should enable the learners to see how skills can be used effectively in

appropriate contexts .As integrated skills materials are likely to involve learners in authentic and realistic tasks ,their motivation level will increase as they perceive a clear rationale behind what they are being asked to do.”

2.3.4. Subject and Content: Text books are expected to have authentic inspiring and catch the students’ interest. (Cunnings Worth 1995 p-8) claims that “Text books should correspond to learners’ needs, help to equip learners to use language effectively for their own purposes ; facilitate students’ learning process and have a clear role in mediating the target language and the learner”. The contents those are organized in English language textbook need to consider the needs of learners. As (Celce Murcia, 2001 p-417) argues that “Text books are for students .To meet their needs, the text books must have not just the English language or communication skills content demanded by the curriculum but it must also fit the needs of students as learners of English”. (Cunnings Worth, 1995 p-16) explained that “By engaging students’ interests and challenging their intellect, course books can provide much of the stimulation which will motivate them to become more independent in their learning and in their use of English”.

Textbook needs to modify based on its lack which should have been incorporated.

(Sheldon,1998 p-244) argues that “Flexibility should be one of the features of a good foreign language text books. The materials should be easy to modify or adapt to the practical constraints with which the teacher has to deal in different teaching situations”.As many scholars explained, tasks in a text should be included to make the language practicable to use so, the evaluation of activities and tasks was very important in the research. It aims to find out whether there is a variety of activities and tasks in a textbook which will meet learners’ interests, needs and learning styles. It is also suggested that the activities and tasks should reflect topics and texts from real world situations and be challenging enough to gain the learners’ attention (Tomlinson, 2003). The most important point is that the activities and tasks should be graded relevantly to help the process of second language acquisition happen comfortably.

Another characteristic of good activities and tasks in a textbook is that there should be form-focused tasks, meaning-focused tasks as well as both form- and meaning- focused tasks in certain periods of lessons to interest learners. It is essential for a textbook to include different kinds of activities such as pair work activities, group work activities and individual work activities and these activities should tend to develop both the learners’ language use and skills. To evaluate

activities and tasks in a textbook effectively, (Crookes and Gass, 1993) suggested that “The most effective tasks and activities should be those which promote the greatest opportunities for learners to experience comprehension of input, feedback on production and inter-language modification.” These can be information gap activities, jigsaw activities, problem solving, decision making, and opinion exchange, (Nguyen, 2015).

Developing four language skills and communicative abilities is a pivotal characteristic which needs to be explicitly expressed in activities and tasks. A good balance between receptive skills (listening and reading) and productive skills (speaking and writing) in the activities and tasks is required in each textbook in ELT to make sure the four language skills are practiced equally. It is suggested that the activities designed for learners to practice separate skills should tend to develop their communicative abilities. It means that there are activities and tasks in which learners can exchange information and communicate ideas and talk not just for practicing language as required but for sharing ideas, cooperating towards a certain goal, and competing to attain their goals (Crookes & Gass, 1993). There should be activities and tasks which require learners to practice each skill separately and there should be integrated ones in which more than one skill are required to be practiced simultaneously, to draw learners’ interest and facilitate their classroom communication .

Encouraging learner interaction in the classroom is another important issue to evaluate activities and tasks in a textbook. Interaction, according to (Thomas, 1987 p-7) is ‘acting reciprocally, acting upon each other. In his definition, he pointed out that action and reaction may not be interaction; in order to become interaction they need to be reciprocal. It means interaction is mutual influence or exchange of interlocutors. Learner interaction in this study is defined as the way in which learners exchange ideas or information to fulfill a task in their classroom. Encouragement of learner interaction helps learners interact to complete a task. The promotion of learners’ communicative abilities is closely connected with learner interaction in classroom activities and tasks.

According to (Canale, 1983) “communicative competence includes four components: grammatical, socio-linguistic, discourse and strategic competence” (cited in Nguyen, 2013 p-857). Chomsky (1965, as cited in Nguyen, 2013 p- 857) states that “grammatical competence is a language competence which reflects the knowledge of vocabulary; rules of word formation;

pronunciation and spelling; and sentence formation”. Socio-linguistic competence is the appropriateness of language use in social contexts (Hymes, 1979). Discourse competence is ‘... an understanding of how spoken and written texts are organized and how to make inferences which cover the underlying meaning of what has been said and the connection between utterances’ (Skehan, 1998, p-158). Lastly, “strategic competence or compensatory competence is used when other competences fail to cope with the situations such as lack of words or structures in communication.

(Canale & Swain,1980 as cited in Nguyen, 2013 p-857). The value of student-student interaction to promote learning in classroom activities is advocated by many theorists such as Long (1990) and (Mc Donough and Shaw 1993). Long (1990) points out five benefits of student-student interactive activities as follows:

- Increased quantities of students’ language use;
- Enhanced quality of the language students use;
- More opportunities to individualize instruction;
- A less threatening environment in which the language is used; and greater motivation for learning. (Jacobs and Ball 1996) mention that the best types of activities for effective interactions are those in which learners can negotiate meaning or those that promote positive interdependence and individual responsibility in learning cooperation. Among the two given types of activities, the former is explained to be an action taken in order to ensure that all members in groups have communicated successfully. The latter, however, exists only when learners feel that there is a strong link between them and other members in their group, they cannot be successful if their group cannot and vice-versa so they have to cooperate with other members in their group for the success and completion of a task. The most important point at this stage is how to assess an individual performance to ensure all members have worked and had their contribution recognized to avoid some doing everything and some doing nothing, which can discourage some from participating in the activities (Jacobs & Ball, 1996). Real language communication is emphasized in each activity and task, as it is not just about practicing language in the situations under the control of teachers or the materials given, but in situations in which learners can decide the content, strategies and expression of the interaction. This helps learners develop their own

strategic competence and check their own effectiveness of their own internal hypotheses (Tomlinson, 1998). Real communicative interaction in classroom, according to this scholar can be achieved through:

- Information or opinion gap activities which require learners to communicate with each other and/or the teacher in order to close the gap (e.g. finding out what food and drink people would like at the class party);
- Post-listening and post-reading activities which require the learners to use information from the text to achieve a communication purpose (e.g. deciding what television programs to watch, discussing who to vote for, writing a review of a book or film);
- Creative writing and creative speaking activities such as writing a story or improvising a drama;
- Formal instruction given in the target language either on the language itself or on another subject. (Tomlinson,1998, p- 15)

Developing learner autonomy and independence should be clearly indicated in activities and tasks. Learner autonomy defined as the learners' ability to take charge of their own learning (Cotterall, 2000). To put it in other words, it is a way to make learners aware of their own study.

Autonomous learning, according to (Mishan, 2005 p-36) helps learners return to their earliest experiences in language learning as 'L1 acquisition is essentially an autonomous process' It also conforms to the concept that 'we are born, self-directed learners'. Developing learner autonomy and independence is to develop the learners' ability and attitude for self-study, lifelong study and steady independence from teachers. Promoting learner autonomy and independence is important, as teachers are not always available to assist learners at all times. Moreover, 'learners become more efficient in their language learning if they do not have to spend time waiting for the teacher to provide them with the resources or solve their problems' (Cotterall, 1995). In order to foster learner autonomy, the activities and tasks in the textbook should be designed to raise learners' awareness of 'ways of identifying goals, specifying objectives, identifying resources and strategies needed to achieve goals, and measuring progress.' (Kenny, 1993 p-111). Learner awareness-raising is revealed within activities and tasks and after each lesson. According to

(Cotterall, 2000), with in activities and tasks learners should be asked the questions such as: ‘Why are we doing this? How will it help? What makes it difficult?’ and after each lesson such questions as:

What do you do today?

What do you learn today?

What are you going to do differently as a result of today’s class?’.

According to the above-mentioned characteristics about learner autonomy, it is essential that textbooks should be learner-centered, so that learners are decision-makers about their own learning. Activities and tasks should encourage learners to learn independently and exploit their prior knowledge and experience to guess, predict, discover and take risk. Developing learner autonomy and independence also means that learners are introduced to activities and tasks which involve them in thinking about the learning process and experiencing different types of learning activities. Through the activities and tasks they can discover their own learning styles and strategies (Tomlinson, 2003).

Another important point relevant to developing learner autonomy and independence is that tasks, activities and exercises should enable students to monitor and measure their own progress. The progress monitoring and measuring can be achieved through activities and tasks which require learners ‘to reflect on their learning, such as discussion of the goal-setting process, analysis of task types, and experimentation with strategies.’ (Cotterall, 2000, p. 115).

2.4. Features of Communicative Approach

There are various features to the communicative language teaching approach, including the integration of reading, writing, and speaking. For example, a teacher may ask students to watch a video and then write a one to two sentence opinion about the video on the board. Students will then read each other's opinions and discuss how they felt about what they watched. This allows for multiple skills to be practiced at once, which is beneficial to a student's ability to communicate effectively with others.

CLT also uses groups or pairs for activities, which allows for collaboration to be instilled in the language-learning classroom. Group work or work in pairs allows for students to discuss, practice,

and master material without feeling isolated in the process of learning a new language. Often times, students who work together will feel more comfortable practicing fluency over the mistakes they make in their grammar. This ensures that students are on the road to becoming fluent in the new language through collaboration, where students may learn from one another and work together.

The communicative approach uses tools, and technology for a personalized learning approach as well. Each student learns differently and has different interests, so through CLT, teachers can make learning more individualized to best meet the needs of their students. For example, students may enjoy talking about sports or popular culture, so the teacher may ask students to discuss those areas with one another through multiple activities, such as role-playing real-life scenarios, group discussion or pair discussion, among other various activities that encourage collaboration. For example, some students may love shopping, so the teacher decides that they should discuss their love of shopping through a role-playing activity. One student will act as the cashier while the other will act as the customer. Through this role-playing activity, the two students can have a conversation that one may often hear between cashiers and customers in real life, such as being asked how the weather is, how their day is going, what brings them into the store, and so much more.

Interviews are also a great way to use CLT in the classroom. For example, students may be put into a group together and asked to interview each other about their interests, such as what hobby is their favorite. The teacher may then ask students to relay the information they learned from each peer by giving a summary of the other student's favorite hobby and why it is their favorite. This allows for students to repeat the information they heard but also work together in an informal, low-stakes manner that does not make them feel like they are learning on their own.

Group discussions and pair discussions are effective ways to prioritize student-to-student interaction, which creates a more open and safe atmosphere. When students are listening to a teacher give a lecture, they may not retain that information as much as they would if they were asked to put their skills to practice in a low-stakes way, such as through group discussion. When students have their mistakes pointed out, such as grammatical mistakes they made on a worksheet, they may feel like they alone are not capable of learning. When put in groups or asked to practice the language with others, they might see that they are not alone in the process of learning a new

language.

What are the main principles of communicative language teaching ?

Communicative language teaching integrates reading, writing, and speaking, which can have students practice multiple skills at once.

What are the benefits of CLT?

There are various benefits to CLT, such as it being holistic and engaging. Students who can discuss their favorite things may feel more passionate in speaking to others and out loud instead of speaking about something that is not as engaging to them.

CLT is also a learner-centered approach, in which activities are focused on and driven by students instead of teachers. In the setting of EFL/ESL teaching-learning process, grammar plays a central role. This is due to the fact that grammar is a tool for organizing messages in order to communicate effectively (Atkins, Hailom & Nuru, 1995). Azar (2007) also states that without grammar, we will only be able to convey meaning through individual words or sounds, images, and body gestures. The meaning is created by the weaving of grammar. This implies grammar is one of the pillars for learners to communicate effectively in a second language and improve their communicative skills.

As part of language teaching, grammar helps learners acquire the skills that are necessary for their success in different environments where English is used. According to (Ellis, 1997), recent research findings on EFL\ESL learning shows that without grammar instruction learners frequently fail to attain an advanced level communicative competency. Similarly, according to (Allen, 2003), “Grammar is a medium for more efficient communication and is central to language learning as a means to an end rather than an end in itself.” (Cook, 1994 P.3) also asserts “Grammar is considered as the core mental system of a language.”

Moreover, all languages are regulated by a set of grammatical norms. Grammar is, therefore, one of the crucial elements in EFL/ESL teaching and learning .In relation to this, Richards and (Rodgers, 2001) pointed out that grammar was taught as a separate lesson with a strong emphasis on grammar rules based on the theory of the Grammar Translation Method, using mother tongue.

In a similar vein, as to (Doughty and Williams, 1998), “Traditional grammar emphasizes the acquisition of technical vocabulary for nouns, verbs, adverbs, and adjectives, as well as the teaching of grammatical rules in order to master sentence patterns.” It means that a teacher

specifically introduces a grammar rule to students, followed by a practice exercise to enforce the rule at the classroom level. It has been taught in a decontextualizing way and more emphasis was given to accuracy rather than fluency.

However, there has been a dynamic shift in grammar teaching from a traditional/conventional to communicative after the birth of CLT in the 1970s in Western Countries. CLT is an approach to foreign/second language teaching that emphasizes the goal of language learning is communicative competence.

The fundamental purpose of learning an EFL/ESL is therefore to attain communicative competence. For this reason, the teaching of grammar under the umbrella of CLT must be integrated into a communicative framework. Additionally, grammar instruction should be more contextual, meaningful, and purposeful than in the traditional approach. In light of this a number of researchers (Bybee, 2006; Celce-Murcia, 2002; Pienemann, 1984, cited in Karabutova et al, 2015) have claimed that if the purpose of second/foreign language learning/teaching is to improve communicative competence, grammar and communication must be integrated. Mastery of the forms will be useless without equivalent mastery of the meanings they express in language learning. This demonstrates that in language teaching, both grammatical forms and grammatical meanings are equally significant (Haregewain, 2008).

(Haregewain, 2008),“Communicative grammar consists of content and construct; content refers to what is being presented to students and constructs addresses how the content is being presented to learners via grammar learning tasks” (Dickins & Woods, 1988, P.45). They further suggest that in communicative grammar teaching, grammar and communication are seen as two complementary elements needed for effective language use. As to (Larsen-Freeman, 1991), teaching grammar communicatively requires taking into account students’ needs, goals, educational level, learning styles, error correction strategies, successful communicative practices, and authentic tasks in order to help students internalize rules and patterns that serve social functions in contexts, either inductively or deductively.

In another way communicative grammar approach of teaching second/foreign languages, language structures are not supposed to be taught in isolation but integrated into the four skills of language: listening, speaking, reading, and writing. Instead of learning grammatical patterns at the utterance level, students must know a grammatical structure and be able to employ it in a variety

of circumstances spontaneously. (Karabutova et al 2015) states that, recent techniques of communicative grammar teaching touch upon classroom activities involving students in meaningful participation in cognitive problem-solving, opinion sharing, language games, role play or student-led discussions and debates, question answer interaction according to the specific speakers discourse goals through replication of naturally-occurring social interaction .

(Abraham, 2008) states, however, that with the introduction of CLT, grammar seems to have gained little consideration in second language pedagogy. This is due to the fact that some scholars claim CLT does not contain any grammar and instead focuses solely on meaning, while others believe it still has a solid grammar foundation comprised of integrated grammatical points. According to (Savignon, 2002) some practitioners also misconceived CLT as if it were devoted to teaching only speaking. It has been pointed out, however, that while CLT is mainly concerned with the creation of communicative competence, it does not mean that the structure is ignored, rather it means, as asserted in (Littlewood,1981), teaching functional and the structural aspect of the language is presented in a balanced fashion by drawing the attention of the learners more of towards communication. It gives planned emphasis on functional as well as structural features of the language, combining these into a more completely communicative view.

CLT is now widely used in the teaching of EFL/ESL settings. Currently in Ethiopia following the introduction of CLT, the teaching of English language has shifted from traditional form based grammar teaching to communicative approach. The English language curriculum, syllabuses and the teaching materials for secondary schools are prepared on the basis of CLT (MoE, 2004).

2.5. Defining Communicative Tasks

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

In fact, there are two types of tasks in TBLT. One is communicative tasks: the other is learning tasks or enabling tasks (Estaire and zanon, 1994). The latter type of task mainly focuses on language form (grammar, vocabulary, pronunciation, sentence structure). Generally, the concept

of communicative tasks has not received proper attention in discussions of TBLT. There are few researchers' who studied on the key term of communicative task applied to English language teaching systematically up to now, so it is necessary to discuss the definition of communicative tasks further.

A communication task is a piece of classroom work which, as far as possible, resembles activities which our students or other people carry out in everyday life, thus reproducing processes of everyday communication (Estaire and Zanon; 1994), (Nunan, 1989) defines communicative task as, "A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right (p. 10). Communicative tasks (Lambert uses communication tasks instead communication tasks.) are pedagogic tasks which operate through a planned diversion in the information held by learners, and which usually approximate to some degree to a real-world task which learners may have to complete outside class. The need to share information requires learners to communicate functionally in a second language, and the real-world connection allows them to acquire task-specific language and skills. When they are well planned, communicate actively on topics of interest and relevance to them (Lambert, 2004).

When defining the communicative task above, Nunan (1989) said that the learner's attention is principally focused on meaning rather than form. CLT has often been criticized for giving priority to fluency and not accuracy. This interpretation derives from the fact that when learners communicate in the classroom their performance is evaluated according to communicative effectiveness (Littlewood, 1981). Nunan's definition may be seen to reinforce the frequent misunderstandings about the roles of accuracy and fluency in CLT. As the author of this thesis interprets it, this part of Nunan's definition refers to the requirement of a non-linguistic purpose of the task (see above), and does not mean that form is of little importance in the learner's language. Estaire, Zanon and Lambert consider communicative tasks as communicative activities real world tasks or real-world connection. They also do not mean that form is of little importance in learner's language. An approach based on communicative task-based language teaching is characterized by the following features: An emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation,

the provision of opportunities for learners to focus, not only on language, but also on the learning process itself, an enhancement of the learner's own personal experience as important contributing elements to classroom learning, and an attempt to link classroom language learning with language activation outside the classroom (Nunan, 1991), (Tait, 2001) states most of us recognize that communicative activities are great opportunities for learning.

But what goes into making a communicative activity a success?

The truth is, the success of communicative pair and group work activities is almost always determined by the work the teacher does before the students begin the activity itself. This includes both what is done by the teacher before the class starts and what is done in class to set up the task.

Tait also explains that before looking at the role of the teacher, it might be worth clarifying what is meant by "communicative activities". These are fluency-based activities. With such activities may involve students practicing a particular grammar form, they are likely to do more than this. The key element is that the activity is based around a realistic situation. This could be anything from an encounter in a department store, to a group of friends discussing holiday plans. With this kind of context, the students should be required to negotiate for meaning. This is likely to require multiple turn taking.

2.6. Communicative Task Components

Different authors mention different task components: (Nunan, 1989) lists down five components: goals, input, activities, roles and setting. (Candlin, 1987) discusses seven components: input, roles, settings, actions, monitoring, outcomes and feedback.

In this research emphasis will be given to Nunan's components because the researcher will use this author's framework which is mainly based on these components for data analysis. Goals: Serve as a guideline in the overall process of task performance and provide a point of contact between the task and the broader curriculum (Nunan, 1989), involving a variety of perspectives based on communicative, socio-cultural, and cognitive awareness (Clark, 1987).

Thus, they may cover a broad range of pedagogical objectives from general outcomes (e.g., improving learners' communicative competence or developing language skills) through specific ones (e.g., making a hotel reservation or making a travel plan in the target language). Of key importance, among other things, are the explicit statements used in directing participants to manipulate given materials, and imply what the results of certain experience will be. Another

point worth noting is that goals should properly reflect learners' needs and interests in order to stimulate their potential motivation for language use. Since Nunan is particularly concerned with communicative outcomes, he adapted Clark's, 1987 work and sub categories communicative goals into three goal areas:

1. Establishing and maintaining interpersonal relationships, and through this to exchange information, ideas, opinions, attitudes and feelings, and to get things done
2. Acquiring information from more or less public sources in the target language (e.g. books, magazines, newspapers, brochures, documents, signs, notices, films, television, slides, tape, radio, public announcements, lectures or reports etc.) and using this information in some way.
3. Listening to, reading, enjoying and responding to creative and imaginative uses of the target language (e.g., stories, drama, poems, songs, rhymes) and, for certain learners, creating themselves.

Input: Data refers to verbal or non- verbal materials, which task participants have to deal with when performing a task. While verbal materials may be spoken or written language, non-verbal materials include pictures, photos, diagrams, charts, maps, etc.

Actually, input data can be derived from a wide range of sources in a real-world context. For instance, (Hover, 1986) provides a long list illustrating all kinds of written sources which exist around us, and Brosnan, Brown, and (Hood, 1984) point out the richness and variety of texts that learners will need to face in real life situations. For verbal material, (Brown and Lule, 1983) indicate that dialogue texts containing description or instruction, all other things being equal, are much easier for learners to comprehend and manipulate than non dialogue texts, which include arguments or abstract concepts. In short, input data, which task participants, are supposed to comprehend and manipulate in the language learning process, should reflect the learners' needs and interests, thereby positively encouraging the use of the target language. (Brosnan, Brown and Hood, 1984) suggest the importance of using real-world materials as input. They mention the following reasons for the use of these real-world materials: The language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary etc), we risk making the reading task more difficult. We may, in fact, be removing clues to meaning. It offers to students the chance to deal with small amounts of print which, at the same time, contain complete and meaningful messages.

It provides students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) and also more easily to arrive at meaning from the printed word.

Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, real-life reading matter treated realistically makes the connection obvious.

Classroom setting: Refers to a certain environment, in which every task is performed. In relation to classroom arrangements, Wright (1987) suggests the different ways in which learners might be grouped physically based on individual, pair, small group, and whole class mode. For the relationship between task participants' roles and each setting, Anderson and Lynch (1988) advocate the effectiveness of group work compared to that of individual work for general pedagogic reasons (e.g., increasing the cooperation and cohesiveness among learners), (Pica and Doughty, 1985) mention the positive role of group work in promoting a linguistic environment likely to assist L2 learning.

In an experimental study of language learning settings, on the other hand, (Li and Adamson, 1992) indicate that advanced students preferred individual to group or whole class work based on their beliefs that group activities would not be helpful in improving their academic grades. As mentioned above, the research results of classroom settings show mixed findings.

Thus, it suggests that classroom arrangement should be flexible rather than fixed; allowing task participants to make use of different settings in different learning situations, and those roles for the teacher should be dynamic in order to control class modes.

Activities: The literature on task-based research shows that many studies have concentrated on exploring activity types that best stimulate interactive language use in real world classroom situations. One of the most general classifications was proposed by (Prabhu, 1987), based on three principal activity types including information gap, reasoning gap, and opinion gap activities.

For the most helpful activity in facilitating L2 learning, on the other hand, there exist various findings among researchers. (Pica and Doughty, 1985), for instance, found that so-called two-way information gap games (e.g., all learners in a group discussion have unique information to contribute) stimulated significantly more modified interactions than one way information gap activities (e.g., one member of the group possesses all the relevant information).

(Crookall and Oxford, 1990) indicated that the effective use of role plays added variety to the kinds of activities students were asked to perform by encouraging them to develop and practice new language and by creating the motivation-and involvement necessary for real learning to occur.

(Grellet, 1981) proposed that learners could develop flexible communication strategies through matching activities based on inferring the meaning of unknown elements.

In short, researchers' findings revealed that each activity type had its own strengths in facilitating language learning, thereby helping learners to develop their own specific strategies .

(Candlin and Nunan, 1987) have suggested that activities can be graded according to the general cognitive demands they make. Their scheme, which has adapted from Bruner, has four levels as follows: Attending and recognizing: Here they mean the learner's ability to notice what kind of input/experience he/she is being confronted with-the ability to recognize that it is an example of language. Making sense: Here they mean the learner's ability to make sense of the input as a particular example of language, determining, for example, what a particular language it is, what features it has, how it is organized and structured, how it is classified and patterned.

Going beyond the information given: Here they mean the learners ability to go beyond the immediate surface information of the text, hypothesizing, inferring, and making judgments, for example, about the underlying meanings of the text, its purposes and its author and audience Transferring and generalizing: Here they mean the learner's ability to extrapolate from any particular texts of the same type, genre and purpose, or transferring the information gained from and about a particular text to other texts that may be of other quite different structure, channel and purpose. Here also emphasize the ability to collate and record information, and serve validation through feedback.

2.7. Learners' and teachers' Role

2.7.1. Learners' role

Role: is the part that students and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants (Nunan, 1989).

The following strategies are stated by (Candlin and Nunan, 1987). The strategies require learners to adopt a range of roles which are relatively uncommon in traditional instruction. They require learner to be adaptable, creative, inventive and most of all independent.

1. Organizing information about language: developing ways for learners to organize what they have learned, through making notes and charts, grouping items and displaying them for easy reference.
2. Being creative: experimenting with different ways of creating and using language
3. Making your own opportunities: learning language activity by performing tasks in class, for example by interacting with fellow learners and the teacher, asking questions, listening regularly to the language, reading different kinds of texts and practicing writing .
4. Learning to live with uncertainty: not always relying on certain and safe answer but trying to work things out with the help of recourse for example using dictionaries
5. Using mnemonics: helping learners find quick ways of recalling what they have learned, for example through rhymes, word association, word classes, particularly context of occurrence, experiences, and personal memories.
6. Making errors work: learning to live with errors and helping learners to prevent errors from blocking their participation in tasks; helping learners to ask for errors correction and help and to learn from the errors they will make.
7. Using your linguistic knowledge: helping learners make comparisons with what they know about language from their own mother tongue, as well as building what they have already learned in the new language, both in terms formal. Rules and convention for languages use
8. Letting the context help you: help learners to realize the relationships that exist between words, sounds and structures, developing their capacity to guess and infer meaning from the surrounding context and from their background knowledge and out of class experience.
9. Learning to make intelligent guesses: developing the learners' capacity to work out meanings; specifically, to focus both on the main parts of the message and to relate these to the overall text and context.

2.7.2. Teachers' Role

The roles of teachers and learners are, in many ways, complimentary. Giving the learners a difficult role (such as greater initiative in the classroom) requires the teacher to adopt a different role. According to (Breen and Candlin, 1980), the teacher has three main roles in the communicative classroom. The first is to act as facilitator of communicative process, the second is to act as a participant, and the third is to act as an observer and the learner .

(Nunan, 1989) advises the following in relation to the teacher roles. From time to time, it is good idea to record and analyze interactions in your own classroom. These interactions can either be between you and your students, or between students as they interact in small-group work. If you do, you may be surprised at the disparity between what you thought at the time was happening, what actually took place as record on the tape. You should not be disconcerted if you do find such a disparity.

CHAPTER THREE

3.1 RESEARCH METHODOLOGY

This chapter primarily describes the research methodology, including research design and approaches, population and sampling, types and sources of data, instruments of data collection, and data analysis.

3.2 Research Design

The design allows researchers to sharpen the research methods suitable for the subject matter and set up their studies for success. The design allows researchers to hone in on research methods that are suitable for the subject matter and set up their studies up for success. It is a overall plan or blue print, the researcher select to carry out their study.

The study employed a descriptive research design because it allowed other researchers to thoroughly investigate the background of a research problem before further research can be carried out. A quantitative approach was used to analyzed the statistical data gathered through the questionnaire. Quantitative approach was used to assess concerned bodies' perceptions and views on the issues under the study , which was gathered through interview. The descriptive research design involves using a range of qualitative and quantitative research methods to collect data that aids in accurately describing a research problem.

Descriptive research design is a type of research design that aims to systematically obtain information, situation or population. More specifically, it helps answer the what, when, where, and how questions regarding the research problem rather than the why.

The descriptive research design involves observing and collecting data on a given topic without attempting to infer cause and effect. It also allows to analyze facts and helps in developing in depth. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way.

To do this a mixed methods approach (both quantitative and qualitative) is used to gain an in depth insight about the issue. Mixed approach research entails more than just gathering and analyzing both types of data, It also entails combining qualitative and quantitative research to increase the overall strength of the study.

3.3 Research Approaches

Many research questions cannot be fully answered by either quantitative or qualitative methods alone. Mixed methods studies use both qualitative and quantitative components and can be a good approach to more fully explore the research question.

The use of mixed methods research provides a more comprehensive understanding of phenomena by triangulating data from different sources and perspectives. It allows researchers to obtain valid answers to research questions and strengthens the study's conclusions. The study would adopt a mixed (quantitative and qualitative) approach based on its purpose and the nature of the problem under study. A quantitative approach was used to analyze the statistical data gathered through the questionnaire. However, a qualitative approach was used to assess concerned bodies' perceptions and views on the issues under study, which was gathered through interviews. Thus, the mixed approach was considered to be very efficient in answering research questions compared to the quantitative and qualitative designs when used in isolation (Creswell, 2009). Furthermore, by using a mixed-methods approach at different stages of research, any bias that existed in any single method could be solved. When doing mixed research that requires data to be collected at the same time or in parallel with in the same study and one method (quantitative or qualitative) dominants while the other are embedded or nested with in.

3.4. Population and samples of the study

The target population of the study consisted of 4 EFL teachers (3 males and 1 female) and 90 students (45 females and 45 males) from grade 9. Therefore, all grade nine English teachers and 90 students at Gurage Zone Buee Administration Secondary School were included in the study.

3.5. Sample and Sampling Technique

The sample for the study comprised grade 9 students from a total of 596 students in 12 sections of the school. From this population, 45 male and 45 female students (15.1% of the total population) were selected using a simple random sampling method. Equal chance was given for each sections including genders and numbers rather than counting like: one, two... .This method ensured that every student had an equal chance of being included in the study. Even if the number of boys and girls vary in each section, it was taken their frequency distribution in each class which enables to take gender equality principle in the study.

Table 1 Number of students across sections and samples of the study

Grade and Section	No. of students in each section			No. of samples taken		
	M	F	T	M	F	T
9A	19	27	46	3	4	7
9B	23	27	50	4	4	8
9C	28	20	48	4	3	7
9D	24	29	53	3	4	7
9E	29	22	51	4	3	7
9F	26	23	49	3	3	6
9G	17	30	47	3	5	8
9H	26	26	52	4	4	8
9I	28	20	48	4	3	7
9J	27	22	49	4	4	8
9K	25	28	53	4	5	9
9L	30	20	50	5	3	8
Total	302	294	596	45	45	90

3.6. Data Gathering Instruments

To achieve the objectives stated above in this study, mixed approach or was used. The data were collected through: different data collection tools, including classroom observations, interviews, questionnaires and textbook review.

3.6.1 Observation

To ensure systematic observation, an observation checklist was developed to document specific aspects of CLT implementation, such as task types, student participation, and teacher-student interactions.

Observation can provide researchers with a better understanding of how a program or activity operates because it allows researchers to witness things that program staff, participants, or residents might not routinely notice or mention in an interview. Observation was chosen for its ability to provide accurate insights into classroom practices related to CLT tasks, including how teachers and students engage with various activities.

The study utilized unstructured classroom observation as the primary method to gather firsthand information about teachers' implementation of CLT tasks in their EFL classes. Because the researcher is there to observe the entire situation in person, data collected through this method is more accurate compared with the other methods.

3.6.2. Questionnaires

Questionnaires help to reach all the subjects in a time saving fashion. The researcher employed both a structured and unstructured questionnaire was used to capture all the important data that was related evaluating text book and CLT task. The research questionnaires are typically a mixture of close-ended questions and open-ended questions. Open-ended, long-term questions offer the respondent the ability to elaborate on their thoughts.

3.6.3. Interview

An interview is a flexible tool for data collection enabling multi-sensory channels to be used, verbal, none verbal, spoken and heard. Each of the teachers has above twenty to thirty years experiences except the one who has seventeen years' experience. Their educational level was first degree. The researcher employed unstructured interview for 4 grade nine EFL teachers in the school. The unstructured interviews with grade nine EFL teachers aimed to gather insights into their experiences and perspectives regarding CLT implementation.

The interviews covered topics such as teaching practices, challenges faced, and perceptions of CLT effectiveness in the classroom. All the above listed instruments were used to get clear,

reliable, and accurate information about the study (problem).

3.6.4. Textbook Review

A textbook review is an evaluation of quality of the material presented in a textbook. The textbook components, expands, and deepens the information outlined during classes and helps students to better understand the subject. In the textbook review the reviewer describes every sections of the textbook using accessible and understandable language. The review covered not only the description of textbook content, but also evaluates the significance of the textbook and its usefulness to learners.

3.7. Methods of Data Analysis.

The data analysis process involves establishing associations between the findings and the research questions, with a focus on how well the findings address the research objectives. According to Kothari (2004), the data analysis process comprises editing, coding, classification, and tabulation of the collected data, each serving a specific purpose. This study adopted a descriptive research approach, necessitating the collection of data from primary sources, followed by editing, organization, analysis, interpretation, and presentation in alignment with the research questions. Quantitative data collected through questionnaires were analyzed using descriptive statistical tools such as tables, frequencies, means, and percentages. Qualitative data from interviews, observations, and textbook analysis were analyzed. The items of the questionnaire for class room were coded as: very high=5, high=4, average=3, low=2 and very low=1. The information gathered from the teachers' and students' questionnaires was counted, tabulated and registered as a frequency that could show the number of respondents for each item. Then after, the data were described in frequency, percentage and then the mean value was calculated. At last, each item was explained on the basis of the mean value.

The mean score of each item was calculated according to the coding numerals. For example, the frequency of 90 respondents for item no. 1 in the student's questionnaire was calculated as

follows. **Table 2 frequency calculating sample**

No								
1	Does the teacher give sufficient time for students to practice communicative tasks?	V.high	High	Average	Low	V.low	Total	Mean
		15	9	20	26	20	90	2.7

To calculate, let's say mean=x

$$X=(15*5)+(9*4)+(20*3)+(26*2)+(20*1)=243/90=2.7$$

Table 3 Frequency scales, Range and Responses for students 'Questionnaires

Scales	Range	Response	Range=highest scale-lowest scale/highest scale then add the result for each scale. 5-1/5=0.80 Thus,1+0.80=1.80, 1.80+0.80=2.60,,2.60+0.80=3.40 etc
5	4.21-5	V.high	
4	3.41-4.20	High	
3	2.61-3.40	Average	
2	1.81-2.60	Low	
1	1.00-1.80	V.LOW	

3.8. Validity, Reliability, Ethical Issues

To improve the quality of this study, the researcher tried his best to achieve the most essential features of research namely the validity, reliability and ethical issues.

3.8.1. Validity

Based on the four data collection instruments which were used in this study, the researcher got the necessary data. For instance, to ensure the validity of the questionnaires, observation, interview and textbook review it was possible to triangulate the data which were gathered. With those tools a combining with a great care and wise using the principles of each tools practical performance was taken place.

In the study, more experienced teachers who had expertise on research work in the educational system in the targeted school were participated to receive feedback on the questionnaire used in the study in addition to my advisers. Generally, in this study, it was tried to use a variety of data gathering instruments which supported to ensure the validity of the information obtained by means of triangulation.

3.8.2. Reliability

Reliability is also the most important term to measure the quality of a given piece of research. The obtained data through different instruments should be consistent. As (Silverman 2006) cited in Abrahley (2017) defined it, reliability refers to whether a research instrument is consistent across multiple occasions of its use for checking the consistency and stability of the findings. From the reliability the finding which had got from each tools, it was possible to approve the consistency .The research instrument would produce the same results on different occasion.

3.8.3 Ethical Issues

Lee (2006: 28), cited in Abrahley (2017), suggested that it is extremely important for researchers to respect the people they study with and to consider how they can share their findings so they benefit the participants' (p.28). The purpose of the study is made clear and understandable to all respondents. Any communication with the relevant bodies is done with their consent and without causing harm or jeopardizing their personal or institutional well-being. In addition, all information that is obtained from individual respondents and the teachers are kept secret.

CHAPTER FOUR

4.1.Data Analysis and Interpretation

This section of the study focused on analyzing, interpreting, and discussing the data obtained from teachers' and students' responses to survey questionnaires, classroom observations, interviews, and textbook analysis. As previously mentioned, the study aimed to evaluate the grade nine textbook's use of Communicative Language Teaching (CLT) tasks and teachers' actual classroom implementation. The collected data was tabulated and discussed as follows.

4.2.Analysis of close ended questionnaire

Table 4 EFL teachers' response on CLT tasks

No	Items	Very high	High	Average	Low	Very low	Mean
1	Are the activities written in the exercise book much enough to help the students communicative skill?			1	3		2.25
2	Do the activities provide authentic situations to encourage students' participation and enable them to appropriately use of language for different purposes and functions?			2	1	1	2.25
3	Do you think the objectives of the text book clearly written to targeted students to learn language more communicatively?			1	3		2.25

4	Are the contents don't conflict with students' back ground (Prior knowledge)?		3	1			3.75
5	Do you think the tasks in the text book are sufficient for students interactions?				3	1	1.75
6	Are the objectives of the text book corresponds to the communicative needs of the learners?			1	2	1	2
7	Do the objectives recognize individual difference?			1	3		2.25
8	Do the language you use in the class room interaction authentic i.e real life English?		1	1	2		2.75
9	Does the teacher use suitable visual aids to the contents?			1	1	2	1.75
10	Does the teacher offer help to the students when being asked		2	1	1		3.25
11	Does the teacher provide all students with the opportunities to participate in speaking?			1	2	1	2

According to table 6 item 1, 1 (25%) EFL. teachers responded average and 3 (75%) of them replied low for the question, "Are the activities written in the exercise book much enough to help the students communicative skill?" This showed that fewer types of the activities which were given in the exercise book impeded the need of students' communicative skill (which was low).

As indicated in Table 6, for the question "Do the activities provide authentic situations to encourage student participation and enable them to appropriately use language for different purposes and functions?" two (50%) of the EFL respondent teachers rated the activities as average, one (25%) rated them as low, and one (25%) rated them as very low. Based on these responses, it appears that the activities have a limited impact on students' ability to use language for various purposes and functions, as evidenced by the mean score.

As table 6 item 3 for the question, "Do you think the objectives of the text book clearly written to targeted students to learn language communicatively?" 1(25%) of respondent replied average and (75%) of them responded low. This implied that, the linkage between the need of students' communicative language and the objectives of the text book was far apart.

As shown in the table 6 item 4, 3(75%) of respondents replied high and 1(25%) of them reacted average for the question, are the contents don't conflict student' back ground (prior knowledge)? As the mean score showed that the contents of the text book are highly conflict with that of students back ground.

From table 6 item 5, 3 (75%) of the respondent replied low and 1 (25%) of them responded very low from the question, do you think the tasks in the text book sufficient for students interactions? The responses implied that, tasks for interaction had limitation for students interactions.

As tried to show in the above table 6 item 6, none of the respondents replied very high and high, 1(25%) of them reacted average, 2(50%) responded low and 1 (25%) replied very low for the question, are the objectives of the text book corresponds to the communicative needs of the learners'? From the respondent, the objectives of the text book didn't find learners' gap (which is low).

As depicted in table 6,item 7, a teacher,1 (25%) answered average and the other 3 (75%) low for the question, do the objective recognize individual difference? The answers implied that the objective realize minimum amount if there is individual difference as they were coming to school.

In response to item 8 in table 6, participant teachers responded high 1(25%), average 1(25%) and low 2(50%) of them for the question , do the language you use in the class room interaction authentic? According to the mean score of the response, while the teacher teaches in EFL class, the language they use was average in real life related to learners' communication interaction.

In relation to item 9 in table 6, the participant teachers answered that 1(25%) of them average, 1(25%) low and 2(50%) of them very low for the question, does the teacher use suitable visual aids to the contents? From the given answer, it is understood that using visual aids according to the content that motivate students to react with the language was very low.

As can be seen above, item 10 deals with whether the teacher offers help to the students when being asked. In reply to this, 2(50%) said high, 1 (25%) said average and 1(25%) said low .Therefore, from the response as the mean score shows, EFL teachers were ready to help accordingly whatever learners had asked in average way.

As possible to see from item 11 table 6, respondent teacher responded average 1 (25%) of them , low 2(50%) and very low 1(25%) of EFL teachers for the question, does the teacher provide all the students with the opportunities to participate in speaking? The response implied that facilitating pre conditions exhaustively for learners to develop speaking English language was low.

Table 5 students' responses as to how often the teacher use different kinds of activities, techniques and strategies to teach communicative language tasks

No	How often the teacher use these activities, techniques and strategies to learn communicative language teaching	Very high	High	Average	Low	Very low	Mean
1	Does the teacher use pictures?	13	18	15	28	16	2.82
2	Does the teacher use graphs?	14	12	16	19	29	2.58
3	Does the teacher use games?	5	11	16	24	34	2.21
4	Does the teacher use role plays?	26	18	18	19	9	3.36
5	Does the teacher use drills?	4	8	15	28	35	2.08
6	Does the teacher use poems?	6	12	14	24	34	2.24
7	Does the teacher use story telling?	9	18	18	21	24	2.63
8	Does the teacher use Jigsaw activities?	9	14	17	16	34	2.42
9	Does the teacher use problem solving activities?	26	21	20	12	11	3.43

As shown in Table 7, item 1 addresses whether teachers used different techniques, like pictures, to enhance students' communicative abilities. The respondents' responses indicated that 13 (14.4%) of them rated it as very high, 18 (20%) as high, 15 (16.7%) as average, 28 (31.1%) as low, and 16 (17.8%) as very low. The mean score, which was 2.82, suggested that the use of pictures by EFL

teachers to teach the language was rated as average.

Again in item 2 the same table using communicative techniques like graph was checked by respondents response as 14 (15,6%) said very high,12(13.3%) said high,16 (17.8%) said average 19(21.1%) said low and 29(32.2%) said very low. Learners' response mean score shows average that the teacher uses graph in class room lesson to maximize students interaction.

As shown in the item 3 table 7, the respondents replied that very high 5 (5.6%) of them, high 11 (12.2%), average 16 (17.8%), low 24 (26.7%) and very low 34 (37.8%) of them in the question whether teachers used games to increase learner's speaking skill. The response shown, it was low teachers used games in the class room interactions.

With regard to item 4 in table 7 respondents answered that very high 26 (28.9%) of them, high 18 (20%) , average18(20%), low 19 (21.1%) and 9 (10%) of them. The response of the students indicates that EFL. teachers use role play technique in average way to motivate the language use communicatively.

In the above table 5 item 5 for the question whether teachers use drills (repetition) on the way to increase their interaction,4 (4.4%) said very high, 8 (8.9%) high, 15 (16.7%) average, 28 (31.1%) low and 35 (38.9%) of them said very low. The response of the respondent showed that EFL. Teachers use low techniques of drills.

In relation to item 6 table 7, it deals with whether teachers use poem in developing learners communication. Respondents answer was very high 6(6.7%), high 12(13.3%), average 14(15.6%), low24 (26.7%) and very low 34(37.8%). As possible observed in the respondents reaction teachers use the technique low.

As shown in item 7 table 7, respondent replied very high 9 (10%), high and average 18 (20%) each respectively, low 21(23.3%) and very low24 (26.7%) of them in linking the lesson with storytelling to stimuli learners' interactions with the language by the teacher. As the mean score from the table implied, using the technique like story telling in class lesson interaction was average.

As tried to show in table 7 for item 8 the question whether the EFL. Teachers use Jigsaw activities (gap filling) to up rise learners speaking skill, the response implied that very high 9(10%), high14 (15.6%) ,average 17(18.9%), 16 (17.8%) and 34(37.8%).From this it was possible to realize that teachers use this technique low within the lesson they teach.

Item 9 deals with whether teachers use problem solving activities to motivate learners in speaking skill. Respondent replied that the teacher use the technique very high 26 (28.9%), high 21 (23.3%), average 20 (22.2%), low 12 (13.3%) and very low 11 (12.2%). From the response, it was possible to understand that teachers were well who was average in using the activity in class room interactions.

**Table 6:- How often do the teachers use different strategies to develop students
'communicative language teaching with integrating other skills.**

No	Items	Very high	High	Average	Low	Very low	Mean
1	Does the teacher give sufficient time for students to practice communicative tasks?	15	9	20	26	20	2.7
2	Are the teachers ready and voluntary in giving immediate response in CLT lesson?	22	25	18	15	10	3.37
3	Does the teacher organize the students to do individual activities?	18	24	18	18	12	3.2
4	Does the teacher organize the students to do pairs activity?	16	29	22	13	10	3.31
5	Does the teacher organize the students to do group activities?	21	21	21	18	9	3.3
6	Does the teacher use any objects (materials) to create opportunity to describe it accordingly with in the class room.?	9	11	17	23	30	2.4
7	Does the teacher introduce the objective of the day lesson?	21	24	25	12	8	3.42
8	Does the teacher facilitate the instructional materials and monitor students in the teaching learning process?	24	22	19	17	8	3.41

9	Does the teacher assess students needs	13	17	30	17	13	3
10	Does the teacher participate in communicative tasks as one of a group members?	11	11	20	25	23	2.57
11	Does the teacher organize the students based on the type of the communicative tasks	10	18	24	20	18	2.8
12	Does the teacher encourage the students to ask questions?	34	29	10	9	8	3.8
13	Does the teacher encourage students to use English language while engaging in any class?	11	18	26	21	14	2.9

As shown in the table 8 item 1, for the question, “Does the teacher give sufficient time for students to practice communicative tasks?” respondents responded very high 15 (16.7%), high 9 (10%), average 20 (22.2%), low 26 (28.9%) and very low 20(22.2). From the response, it was understood that EFL teachers responded low according to the mean score .

From the table above item 2, dealt with whether teachers were ready and voluntary in giving immediate response in CLT lesson. The respondent students replied very high 22(24.4%), high 25 (27.8%) average 18(20%) low 15 (16.7%) and very low 10(11.1%) of them. Learners response implied that 27.8% of EFL Teachers were well ready (in average) whenever they were asked what ever questions to give immediate response voluntarily.

With regard to item 3, participants were asked whether their teachers organize students to do individual activities during CLT lesson. Accordingly 18 (20%) responded very high, average and low respectively, 24 (26.7%) responded high and 12 (13.3%) very low. The response was hanging towards high .Hence individual activities were given to the students in CLT lessons by the teacher with in average interval.

Again for item no 4 in table 8 a great number of respondents 29 (32.2%) ranging on high scale. The rest 16 (17.8%) said very high, 22(24.4%) said average, 13(14.4%) said low and 10(11.1%) said very low for the question whether their teachers organize the students in pairs in CLT. Tasks. Teachers therefore, use pairs activities in CLT class (lesson) in average way.

In the table 8 item 5 intended that whether the teacher in EFL. Class organize the students in doing group activities to create group interactions. The respondents replied very high 21(23.3%),high 21(23.3%), average 21(23.3%), low 18(20%), very low 9(10%).The mean value of this item is 3.3 which shows the teachers’ motivation in participating learners’ to do in groups

was average.

Concerning item no 6, an attempt was made to deal whether the teacher create conditions like using any objects or materials to make the learner describe it in any way. Accordingly, the participants tried to give their response that 9(10%) of them said very high, 11(12.2%) said high, 17(18.9%) said average, 23(25.6%) said low and 30(33.3%) said very low. From this and the mean score (2.4) understood that teachers apply this kinds of learning conditions were low.

The statement in item 7, intended that whether teachers introduce the objective of the day lesson to aware learners to prepare themselves what to do and expectation at the end from the day lesson. For this, respondents responded very high 21(23.3%) of them, high 24(26.7%), average 25(26.7%), low 12(13.3%) and very low 8(8.9%). The mean value of the item inclines towards the scale high. Therefore, it can be concluded that teachers announce the learner the objective of the day lesson in EFL. class.

In reply to item 5, as depicted in table 8, 24(26.7%) replied very high, 22(24.4%), replied high, 19(21.1%) replied average, 17(18.9%) replied low and the rest 8(8.9%) replied very low for the question, does the teacher facilitate the instructional materials and monitor students in the teaching learning process? The mean value of this item is 3.41. This indicates that the item is highly applicable by the teacher.

In response to item 9, 13(14.4%) responded very high, 17(18.9%) responded high, 30(33.3%) responded average 17(18.9%) low and the remaining 13(14.4%) responded very low in dealing whether the teacher assess students' needs with the mean value of 3. This shows that identifying learners' need to facilitate accordingly by the teacher in EFL. Class was average.

In table 8 item 10 it is possible to reveal that 11(12.2%) of the respondent replied very high, and again 11(12.2%) replied high, 20(22.2%) said average, 25(27.8%) said low finally 23(25.6%) responded very low in dealing Does the teacher participate in communicative tasks as one of a group members. From the responses of the respondent and the mean value, it was hanging on the scale low. Therefore, teachers' participations as one of group member while the instruction taking place in EFL class were low.

For item no 11 was dealt with whether teachers organize the learners based on the type of communicative tasks. As learners' response, 10(11.1%) reacted very high, 18(20%) said high, 24(26.7%) replied average, 20(22.2%) responded low and the last 18(20%) said very low. Based

on the mean score (2.8) and the percentage of the response, it inclined to average. This shows that it was medium in organizing students according to the tasks they faced in EFL. Class.

From item 12 in searching whether teacher encourage learners to ask questions with in classroom interactions, 34(37.8%) of the respondents responded very high,29(32.2%) responded high, 10(11.1%) responded average, 9(10%) responded low, 8(8.9%) responded very low. As tried to see from the percentage and the mean value(3.8), which is ranging to high score. From this teachers motivated their learner to ask questions if there was doughty during teaching-learning process.

Item was 13 intended that whether teachers encourage students to use English language while engaging in any classroom tasks and in any opportunity outside the school in their daily life. As respondents response showed that 11(12,2%) said very high, 18(20%) said high, 26(28.9%) said average, 21(23.3%)said low, 14(15.6%) said very low .As the percentage of the respondent scores and the mean score(2.9) showed, teachers' applicability was medium in leading learners to communicate with in any means to upgrade their performance.

Table 7:- How much students were ready to do activities and engage in own learning

No	How much I engage to participate_	Very high	High	Average	Low	Very low	Mean
1	actively in the classroom	8	15	35	21	11	2.86
2	to do most of class room activities	14	19	28	16	13	3.05
3	to do class room tasks individually	12	17	19	27	25	2.93
4	to do pair or group work	17	22	29	14	8	3.28
5	to take greater degree of responsibility for my own learning	19	15	13	28	15	2.94

In response to item no 1 table 9, tried to deal whether learners participate actively in the classroom. 8(8.9%) replied very high, 15(16.7%) replied high, 35(38.9%) replied average,21(23.3%) replied low lastly 11(12.2%) replied very low .Based on the mean value score(2.86) and the percentage of their responses, their participation was medium in class interactions.

Again concerning to item 2 the participants were asked whether they did most of classroom activities which were given them to do. As respondent, 14(15.6%) said very high, 19(21.1%) said high, 28(31.1%) said average, 16(17.8%) said low,13(14.4%) said very low. From the responses percentage and the mean value score(3.05), it relied on average in related to how much they were alarmed themselves.

Item no 3 was dealing how much they did classroom tasks individually whenever they were given to do. The respondents responded very high 12(13.3%), high 17(18.9%), average 19(21.1%), low 27(30%) and at last very low 25(27.8%), From the view of the percentage and the mean value(2.93), learners implementation in doing activities was average.

As respondents response in item 4 on the way of dealing their own participations in doing pair and group work, 17(18.9%) answered very high,22(24.4%) answered high, 29(32.2%) answered average,14(15.6%) answered low and finally 8(8.9%) answered very low. Therefore the percentage scores and mean value (3.28) implication students was medium in performing pair and group work in the EFL classroom interactions.

In the above table 9 item 5 learners were asked whether they realized to take greater degree of responsibilities to their own responsibility in learning. As their response implied,19(21.1%) replied very high, 15(16.7%) said high, 13(14.4%) responded average,28(31.1%)replied low and lastly 15(16.7%) replied very low .From the points of view of percentage scores and mean vale(2.94), learners taking greater degree of their own responsibilities were medium(average).

4.3. Analysis of teacher's interview questions

As noted in unit three, unstructured interview was conducted to 4 respondent teachers who were involved in the main study. The main purpose of the study was to find out evaluating grade nine English text book appropriateness to using communicative language teaching and teachers' actual implementation. The interview data was used to see the teachers' actual implementation of CLT in EFL class and reviewing grade nine English text book. **The teachers were interviewed and the interviews with teachers lasted for 25-30 minutes duration for each to complete the check list.** They were asked unstructured interview which enable them to answer detail information with no limited idea what they want to say.

Item 1 as T1 replied, it was very minimum as to compare all other skills. Such problem was not the only grade 9 English text book it was also did to other grades level too. The textbook is more

of concentrated with exercises/tasks, illustrations, examples and the like for other skills.

T2 replied on the same item, still now it is also my question why communicative language teaching tasks has neglected from other skills. Our students have no the opportunity of mastering the language communicatively. Instead they have nearly better performance on the other skills.

As T3 responded on the same item, the lack of communication is not the only problem of the students it is also our teachers' one too. I think at the very beginning Ethiopian English text book publisher hasn't realized the problem what the mater hinders to be succeeded in communication due to lack of enough CLT exercise

According to T4 explanation, of course there are some exercises but not enough. As me, sure lack of communication is lined through elementary to university level as a whole. For that matter, communication – interactions hasn't given due date attention to be included with equal balance with other skills.

For item 2, the four teachers responded the same voice that as to other skills it had been given minimum value; even some of the activities which tried to lead learners to communicate were not clear and far apart with their real life /back ground.

For item 3, T1 replied, in rare case I use such kinds of activities like: story, games pictures ,graphs and others whenever I get in some parts of the textbook parts since the textbook is wide enough I have specter/risk to include in my lesson as the time allotted to complete the text.

T2 replied, activities like: storytelling, dialogue, game,... are very important to develop learners communicative ability. Even if the availability of these kinds are minimum in the text book, it is possible to bring out of the text, but what the matter is that students participation is low.

T3, Students are not actively participate and voluntary since they fear faces of their classmates while they are trying to explain something using one of the activities even I try to use it. Therefore it is seldom to use the activities in EFL class.

T4, Shortage of instructional materials discourage us not to use the activities in proper way as the availability of this in the text book is very less.

Item no 4, T1 replied . I try to consult my student to master the EFL since the opportunity they join with the current civilized world is high.

T2, as you know the time what we have is possible to control every movements through social media, I tried to realize my student to give their exhaustive concentration to English language as

much as possible.

T3, I try to input my opinion to the learner to take part in communication interactions during class time and out of the class by taking their great responsibilities as the language is worldwide. As language principle no way if no language .Besides to this all subjects are written in English language ; to ask , to discuss , to reflect, to take exam and to be competent, in general the language is very important .

T4, mastering the language at the very beginning starting from earlier grade is very important and also easy if the learner practically use the language. These is my every days voice what I should devoice my learners.

Even I have 5 years' experience in doing translation in child fund Ethiopia sodo Buee branch. what my disapproval is that even SL1/first language speakers' cant practically use grammatical pattern as such expected ,but communicate as they like .Therefore students need to communicate the English language in either way (formally and informally.)

In relation to item 5, T1, even if the principle in teaching a language adding Meta language is invaluable, sometimes it seems like must to become into common agreement in teaching learning process due to learners' understanding level.

T2, when I teach my learner, after a some while discussion / presentation learners show their smile in search of clarification with other language to be have better understanding.

T3, I know that it is not good to use meta language but we teachers also become to think that there is no teaching learning process hasn't taken place unless we give additional explanation to what we did since we know learners' back ground.

T4, I have 27 teaching English subject , 13 years from elementary and 14 years in this high school from now so , learners' desire to use meta language and my attempt increase that is why learners' responsibility having self help is declined so, as a teacher I try to fight with a great struggle to overcome the problem.

As the responses of all EFL teachers, throughout the year they hadn't got any skill training in the school.

4.4. Analysis of teacher's observation questions

Classroom observation was held in 4 English language teachers in their own teaching sections.

The observation was held arranging schedules with the respondent EFL. Teachers based on the

annual plan schedule was with in the day of CLT Lesson.

When the classroom observation was taking place, the researcher gathered data dealing with whether the content of the day lesson promote learners free will (autonomy). It was also asked about the contents of the day lesson if it arose learners' involvement. And if varies interaction ways like: individual, pair and group work organization to do activities was used. It was also observed whether the teacher interrupted the flow of communication interaction with in the learner during EFL class.

Class observation was practicable in 8 sections (9 A, C, D, F, G, H, I, L) which were randomly selected that included at least all the four grade 9 EFL. teachers with in their own 2 sections. The section which were selected to be observed had 46, 48, 53, 49, 47, 52, 48, and 50 students in each section respectively.

Observing 2 sections for every teacher was asked due to the fact that it may use as a means of minimizing artificialness of the observation and maximizing the availability of the data which went in line with the check list.

When classroom observation took place, there was a co observer of others grade level EFL. Teacher who had observation check list to have commonness and free from any bias ,personal judgment and doughty in the process of observation.

Observation Section 1

In the time of the first section observation, T1 in section 9 A, the content was:" Lesson B 8.4 Speaking-Winning the lottery. What would you do if you won the lottery? Discuss in groups how your life would change if you won a million birr and what you would do with the money." After cleaning the black board, the teacher wrote the content on the board and then ordered each of them to say something about the written content. In doing so, students weren't told to be either in pair, or in group to give extra view after exhaustive communication rather the teacher(she) used individual strategy .Students only possible to count with finger tried to answer their try with majority of the class members choice was being silent. On the way of students interaction, the teacher move her head for and back to accept their trying with no interruptions.

In observing T2 section (9D), the title of the day lesson was," Lesson B7.5, Speaking-predicting the future.

Q1.what do you think your own town/village /city will look like in 50 years time? Work in a

group and express your opinion about this using social expression such as : I think...,in my opinion...,I wonder if...,The teacher at the very beginning wrote the content on the board and made groups of six to enable them more communicate. Except leaders of the group all members chose the option being shut up. The teacher moved here and there with in the groups. It seems like the content was bounded with only in words of opinion excretions.

During observation for T3 section (G),the title was:” Lesson A7.4 Speaking –comparing cities. use two or three adjectives to describe each picture which enable your partner to guess which picture they apply to.” The teacher ordered the learner to do the activity after the teacher had written the title on the board. The content was bounded / guided with in grammar part as possible to see in the title to express their free will. Students’ communication seemed like doughty in finding adjectives which directly related to the picture. The teacher couldn’t say anything instead of watching them up to the completion of the activities .Besides to that, the teacher didn’t intimate with what way could they do (individual, pair,..).

In the duration of the last teacher’s (T4) observation, the content of the section (9 I) was:

” Lesson 8.1 what is an entrepreneur? Can you think of any entrepreneurs in Ethiopia? Discuss in your groups who, by whom creating a new business, share your idea with the class.”

The teacher wrote the title on the board and toke 5 minuet explanations about and informs them to say whatever they liked individually and report to the class as a whole. Learners seemed like felt challenge with shortage of familiar words that match with the content. Only some students made a struggle to do so. The class was filled with silence. The teacher rounded in the class by lying his hands on his back. Some students wanted to have explanation how to do but they couldn’t ask bravely on the other hand most of the others sit carelessly.

Observation section 2

During the second observation section T1 in (9c), the teacher wrote the content on the board which was:” Page 155 Q2 What Ethiopian traditional dance do you know? Being in groups , choose traditional dance and describe the movements. Then give instructions to the rest of the class on how to perform the dance.”

Of course the content allowed students free will but their involvement was that much since the lack of related vocabulary as well as absence of interest. The teacher tried to check moving round the groups what they did but showing the movement of the dance was easy for them rather than

making explanation.

In case of T2 in section (9F), the title of the day lesson was: "Lesson A9.7 Speaking – whispering an instruction to partner." The teacher wrote the content on the board and then a short clue how to perform and link the whispered words and guessing the result. Some students had a chance of description what they thought. The continuity of the activity was depended on the assigned actor or student. The game focused on individual role. The teacher couldn't do any interruption except facilitating, monitoring and coaching.

In the observation process of section (9H) for T3, the content was "Lesson A 9.10 Speaking –Debate-Q1 work in groups and suggest some ideas about the importance of keeping Ethiopian's traditional culture."The teacher wrote the content on the black board and organized students into groups to do so .Students were Ordered to act a short debate on the rose issue by splitting the title on the way of debate. The role of the teacher was facilitating. The instruction was somewhat interesting but encompassing the participation of the whole learner was minimum except some selected learners.

The last observation section was (9L) T4. "Lesson B9.3 speaking – Asking for clarification. Use expressions like: please, repeat that, sorry,...". As the entire above EFL teacher did, the teacher wrote the title on the board and then asked voluntary students to say something and made others to ask further explanation .The process of the same thing was continued which was done by the learner. Things which exited were 60% of the learners were observer rather than participant.

4.5. Text Book Evaluation Analysis and interpretation

Analysis appropriateness to communicative language teaching which is provided in the students text book is as follow:

Grade 9 text book has 12 units which has 223 pages. The researcher tried to evaluate and analysis based on some criteria taken from the review of related literature on the basis of:

Activities on communicative skill, clearly written students target objectives on CLT tasks, sufficient tasks for students interaction, objectives that corresponds students needs, the contents of students involvement, balance between the activities for language and activities for

Unit One

Lesson A1.4.Following instructions; making fortune teller.

Objective-after following the instruction 1-11 and perform the image, it helps students to ask each

other, counting numbers, telling to choose again. It is a type of game which motivate students involvement in speaking .

Lesson A1.5 Objective-Ask questions using wh. Questions being a group.

Eg. what is your name?, Where do you live?, How old are you?

LessonA1.6 Ask and answer questions about the listed towns being in pairs which is based on picture of Ethiopian map.

Lesson A1.7 Q 3 asking and answering about the listed people in the table being in paire.

LessonA1.10 speaking (pronunciation practice) its objective is rising voice when asking questions and falling voice in making statement.

Lesson B1.2 speaking –asking individual questions and making them to share like:

Eg T:What jobs do you do at home? S1.....,S2.....

LessonB1.6 speaking-students discuss in groups to advice for new students and list their various suggestions. They explain the importance of self- assessment and goal setting.

LessonB1.12 fun with words .The game is taking place by taking any sample of materials or animals and describe using some adjective words whether it is suitable (appropriate) with the things or the animals which also makes the game interesting. Which is the way of motivating and competing students to speak more happily?

Unite Two

Lesson A2.3 Speaking- Describing places using photographs and list what are observed .

Lesson A2.8 speaking –Asking students about different holidays they would enjoy and make them in groups.

Lesson A2.10 speaking-Giving directions which is in the form of brain storm by naming of place they would normally find in a town to ask and tell where it is like

Eg S1: I am looking for the stadium. Can you tell me where it is , please?

S2: Yes, of course it is not far away in Menelik road next to the sports club.

Lesson A2.11 speaking –asking politely .The objective of this is ask for help or get information.

E.g S1: Where is the bus stop?

S2.....

S1: could you tell me where the bus station is ?

S2:

Lesson B2.1 Language focus –ask students to suggest sentences using the auxiliary verbs going to, may, might...

It focuses on grammatical rules and forms instead of communication.

Lesson B2.2 SPEAKING –Asking questions to know students intention.

Eg .S1 What are you going to do when you go on holiday?

S2.Well, I am going to visit my grandmother in Hawassa first, then,..

Lesson B2.4 Language focus-use picture and filling gap exercise with suitable words after extensive examples which is practiced orally being with pairs.

Lesson B2.6 Pronunciation practice which focuses on ask and answer questions being in pair.

Eg. S1: Where is your bail?

S2. I'm sorry .I have lost.

Unit Three

Lesson A3.1 what do you do in your free time? Give students a bit of time to think about their favorite free time activity, and then they discuss the questions being in group.

Lesson A3.7 what like doing in my free time .Its objective is to make students to talk about free time activity.

LessonB3.1 speaking –Agreeing and Disagreeing –making introduce topic and talk about being in group/in pair/or a whole class discussion. Its objective is to develop students speaking ability. It is also possible the class to divide into two groups to make sure students is for/against the topic.

LessonB3.2 fun with words play a game – create a pack of statement cards for each hobby.

E.g. photography is an expensive hobby.

Unite Four

Lesson A4.1 What kinds of food do you like? What do you eat at mid day?

Dialogue: S A. I eat injera. S B. What is it made of ?

Describing traditional dish and its ingredients.

Lesson A4.4 proverbs –discussing about proverbs which short, catchy saying which gives advice or reveal-widly believed truths.

Lesson A4.7 Speaking –work in pairs to agree/disagree with the following statements and discuss the reasons of decision .Eg. Sugar gives you energy, so you should eat lots of energy.

Lesson A4.10.Making a food pyramid and discuss about it.

Lesson A4.12 Discussing about food and its nutrient content.

Lesson B4.1 Ask and answer about favorite and least favorite things.

Unit Five

Lesson A5.3 Speaking: Discussing about HIV/AIDS. Making agree or disagree about the disease.

Ex.3 page 83. Make a simple dialogue being in pair about AIDS but it is bounded with only present simple and past simple tenses. Eg. Q . What causes HIV/AIDS ? Ans. A virus causes it.

Lesson 5.5 Answering questions about the reading poem.

Lesson A5.6 expressing sympathy. Discussing how someone would sympathies with someone who has just learned about the death of a near relative. Making a list of expressions of sympathy.

Lesson B5.1 Speaking –problem pictures .Describing problems shown in each picture .

Lesson B5.4 Asking about somebody like: Could you tell me how many people are there living with AIDS in Ethiopia?

Page 95. Q. no. 2 discuss the best way to remember information list poem and so on(sharing idea with in the class).

Unit Six

Lesson 6.1 work in a small group and discuss about the following questions .Eg What are the names of the news papers read in Ethiopia and in your local region ?

Lesson A6.4 Speaking –describing people –looking at the pictures of Ethiopian famous people and match with the description.

Ex 2. Work in pairs to describe each celebrity with your partner .

SA: Lulu Gezu is very beautiful ,isn't she?

SB: What's she like?

SA: she is tall and slim with a charming face.

Lesson A6.9 –Speaking –expressing opinions: List the points of agree /disagree(a counter arguments for /against)using opinion expressions on the points of : Eg Watching TV is a waste of time.

Lesson B6.9 Radio and TV programmes-Look at the following TV programme schedule. Work in pairs to ask and answer questions about it. Eg. S1 What programme do you like best? S2 I like watching the weekly news events. S1.What time are they on ? S2. They are on at 8:20 P.M.

Ex2 page 108 conduct a conversations with a partner on the topics like: News broad casts ,soap operas/family dramas...

Ex. page 115.After reading passage ,discuss in groups how, where ,when and why Alem Gessesse achieved her success in karate ,relating to your own experience.

Unit Seven

Lesson A7.1 What do you know about cities of the world ? New York,London,Hong Kong...work in small group to do this quiz.

Lesson A7.4 Speaking –comparing cities. use two or three adjectives to describe each picture which enable your partner to guess which picture they apply to.

Lesson A7.5 .Giving another points view. When you are discussing a question you may wish to make an alternative suggestion by using words like: on the other hand..., even so..., okey, but..., introduce another idea.

Lesson A7.6 Where I like in a small group and look at all of the pictures. Discuss what each picture shows. Think about your own town .What do you think needs to be improved? SA. I think we need a bigger hospital there are not enough beds.

Lesson B7.1 speaking –Ethiopia past and present,

Q1 .Look at these contrasting pictures of Ethiopia and make a list of the main differences that you can see.

Lesson B7.5 Speaking-predicting the future.

Q1.what do you think your own town/village /city will look like in 50 years time? Work in a group and express your opinion about this using social expression such as : I think...,in my opinion...,I wonder if...,

Lesson B7.11 Riddles-A riddle is a puzzle with an unexpected fortune.

Eg. What English word means burning wood when you take away the first letter of the word?

Unit Eight

Lesson 8.1 What is an entrepreneur? Can you think of any entrepreneurs in Ethiopia? Discuss in your groups who, by whom creating a new business, share your idea with the class.

Lesson A8.7 Speaking-Dialogue in a bank-listen the dialogue as your teacher reads the dialogue and then after read the dialogue again being in pair.

Eg. SA. Good morning .How can I help you?

SB. Good morning I would like to change some dollars in to birr, pleas.

SA. How much would you like to change ?

SA. What is the exchange rate...?

Lesson A 8.11 Speaking –discussion,

Q1 It is better to be educated than to be rich-work in large group and discuss each person to give their opinion.

Lesson B 8.2 Expressing surprise –when you are given unexpected news you often wish to express your surprise using words like: Believe it or not...,Surprisingly....,Guess what...,Do you know what..

Lesson B 8.4 Speaking-Winning the lottery . What would you do if you won the lottery? Discuss in groups how your life would change if you won a million birr and what you would do with the money.

Page 153 ex.2 Speaking-your teacher will give you a list of people and different imaginary situations .Work in groups to make conversations about what they wood say and do .Eg. If I were... I would...

Unit Nine

Lesson A9.1 Traditional Ethiopian culture-what cultural activities do you know of or take part in?

Page 155 Q2 What Ethiopian traditional dance do you know? Being in groups , choose traditional dance and describe the movements. Then give instructions to the rest of the class on how to perform the dance.

Lesson A9.3 Language focus –probability and possibility. There is a picture which body parts are named(labeled) clearly so what is it(guess) Eg. It could be a cock roach,It might be a butterfly...,It must be a moth.

Lesson A9.4 Speaking –traditional objects-work in pairs to describe this objects .

Page 156 .Q 5 you teacher will bring some mystery objects in to class. The objects will be put in a cloth bag ,feel the cloth and try to identify what the mystery objects are .Use the words might/could/look like in your sentences to say what you think each one is and what it is used for.Eg. 1. It looks circular with a raised a centre. It might/could be an old leather shield.

Lesson A 9.5 Speaking-What do you know about Ethiopian culture and traditions.

Work in a group to think about Ethiopian culture and traditions. Report your ideas to the rest of the class. Work with a partner to role-play a tourist who is interested in learning about different Ethiopian customs and culture from a local person. Eg. Tourist: can you tell me more about the traditional coffee drinking ceremony in Ethiopia?

Local Ethiopian guide: Yes, of course .First we...

Tourist: What about the different clothes Ethiopians' wear?

Local Ethiopian guide : Well, the traditional dress fore women's is.....

Lesson A9.7 Speaking – whispering an instruction to partner.

Lesson A 9.10 Speaking –Debate-Q1 . work in groups and suggest some ideas about the importance of keeping Ethiopian's traditional culture.

Lesson A9.1 Speaking –parts of the body ...

Lesson B9.3 speaking – Asking for clarification. Use expressions like: please, repeat that, sorry, you have lost me , are you with me ? Is that clear to ask for repetition and clarification.

Eg. If you want to draw a picture of your/another village of school.....,

S1. I want you to draw a picture of our village .First draw the road through the village .Then draw the number of houses on each side of the road .

S2. Sorry, I didn't have got the last part.

S1. Draw the houses of each side of the road . is that clear?

S2. Yes, okay. What next?

Lesson 9.10 Fun with words – a preposition game,

Unit Ten

Lesson A10.1 What do you know about current affairs?

Q 1. How often do you read the news section in the news paper?, Listen the news on the radio ? watch the news on TV?

Lesson A10.3 Speaking-agreeing/disagreeing and giving opinions.

Q1. Give your opinion using the expressions like: I think, I like, I prefer....

Eg. S1. I think learning to swim is a waste of time. S2. I don't agree with you . It could save your life one day.

Lesson A10.5 speaking – pronunciation practice –The teacher will write a number of words on the board related to news paper .Say the words to check for correct pronunciation.

LessonA10.8 Speaking-Debate-split the class in to groups of eight and select topics then after make a debate.

LessonA10.10 Fun with words : play Bingo-to relate similar words.

Lesson B 10.6 Speaking –Newspaper interview-work with a partner one of you are a reporter and the other choose one of the news paper stories in this unit. Think about a possible questions and answers.

Page 191. Q3. Discuss the similarity between the reading poem on page 190 and the news paper report in B10.4.

Unit Eleven

Lesson A11.1 Naming the animals which are drawn in the in the text and which animal family they belong to.

Lesson A11.4 speaking Talking about animals work with a partner talk about your favorite animal.

Q2. Talk about a time in the past when you met an interesting animal. It could be an animal in your house, compound, wild.

Page 195. Describing pictures “What was happening in the house while the children were paying out side.”

Lesson A11.11 Speaking – Endangered Animals,

Q1. Look at the pictures of the animals .Work in group to make sentences about where they live, what they eat and what they look like.

Q2. Discuss in your group why you think each animal is endangered and what the effect might be express your agreement/disagreement using phrases like: in my opinion...,I think ...,I believe...,

Unit Twelve

Lesson A12.3 Speaking –Discrimination,

In your groups, discuss the kinds of people that are discriminated against and why they suffer discrimination .Suggest reasons for discrimination.

Q2. Looking the pictures on the text book people with special needs and being in group discuss what the needs of these people are and how we can help them .

Lesson A12.5 Speaking – Helping disabled –Make a list of as many disabilities as you can then discuss in your group how you can help people who suffer from them. Ask and answer questions about disabled people.

Play a role of the person /people with special needs (to rely the questions).

Lesson A12.9 Speaking pronunciation – Polly syllabic words ,

Lesson B12.3 Speaking – Are these saying true-work in group and discuss what they mean say whether you think they are true or false and why? Eg. A bully is always a coward.

4.6 Results and Discussion

In this section, responses of the participants and the results gained in the classroom observation, questionnaire teachers' interviews and textbook reviews were discussed precisely.

4.6.1. Results and discussions of teachers' close- ended questionnaires.

Even if this research was conducted in a single school, the research questions delivered to few learners and teachers of the target school, the finding shown the realities of appropriateness of grade nine English textbook in using CLT tasks was the root of the discussion.

Regarding to questionnaires, it was mainly targeted to check whether grade nine textbook organized properly in using different strategies of communicative language teaching tasks or not. However, the overall results found from the questionnaires revealed that the text book failed including tasks which support learners' how much it showed progress on their communicative competence. Communicative tasks in the text book were limited in kind that had no power to motivate and lead learners' communication performance. The appropriateness of the activities in the textbook for authentic purpose like language for doctors and patients, sellers and buyers, teachers and learners were not purged. Besides to these, the objectives of the textbook didn't insure the improvement of learners' communication interaction. The text didn't get the needs of students in relation to their communicative competence with in classroom and outside classroom. The objective of the text also didn't recognize individual difference among learners.

4.6.2 Results and discussion of learners' responses as to how often EFL teachers used different activities, techniques and strategies to teach CLT.

To develop students communicative competence there are different strategies to be applied in English classroom interaction. These strategies should have been implemented more or less equally by EFL teachers and students in the class. However using these strategies like: pictures, graph, role plays, stories telling, problem solving, games, drills, poems, and Jigsaw activities, to

teach CLT weren't used properly.

4.6.3 Results and discussions about how often the teacher use different strategies to develop students communicative language teaching with integrating other skills.

EFL teachers didn't use sufficient time to practice communicative language teaching activity among learners and teachers within each lesson. Besides to this, teachers also had limitation in organizing learners according to the lesson individually, in pair and in groups to do activities of CLT. On the other hand teachers didn't create opportunities, situations like: bringing objects or materials to class for maximizing learners communicative ability. Even if objectives of the day lesson was described by the EFL teacher in the class, learners' interaction towards the objective of the day lesson had draw back.

Facilitating appropriate instructional materials that mach with the objective of the day lesson and monitoring learner to use it properly was good, but it had lack of coordination with the intended target of communication.

EFL teachers assessed the need of their learner even if there was no students willingness readiness to react and minimize their limitation. On the one hand teachers' participation as monitor, facilitator and actor was limited.

Even though encouraging learners to ask questions or clarifications during teaching learning process, organizing learners according to the nature or type of communicative tasks wasn't as the expected way. Learners didn't encouraged by their EFL teachers to use English language with in class interaction while engaging activities and outside the classroom.

4.6.4 Results and discussions how much students were ready to do activities and engaged in own learning

In response to how much do learners engaged in doing class room activities, involving in most classroom tasks, do individually, pair and group work and taking greater degree of responsibility for learning had limitation. The students' involvement in learning interaction was limited. They didn't use their own potential to do class activities, participating eagerly in pair, group and individual work instead they expected their teachers. Most learners wanted to relay on their friends who showed participation in class. It was understood from the respondent that most

learners lack motivation hoped to show gradual progress.

4.6.5 Results and discussions for teacher's interview questions

Textbooks are materials having in hand, which learners use daily to get knowledge. For the purpose of this it should have comprised enough its internal part with the necessary skills, tasks and illustrations. So, it was important conducting research in grade nine English textbook.

From the over view of the text book CLT tasks, which motivate learners to communicate, were not included. In addition to this, skills were not balanced and well distributed in each units.

These teachers also added their assumption that the time allotted to complete the text didn't relax to use freely such activities effectively. Less participation of learners were some of the factors to use the activities even written in the textbook.

The other problem was using meta language in teaching English language by the EFL teachers to create clear understanding on some point fascinated learners to use in every days lesson.

4.6.6 Results and discussions of teacher's observation questions

From the observation of the four respondent EFL teachers, there were some real facts observed. Some of these were: even if there were contents which provide learners' communication interaction , it was bounded by some other grammatical clues. It obliged them ranging round the grammatical words like: adjective, opinion words and the like made learner fear of doing error.

Involvement of learner on the lesson was very less since some learners liked hidden by the involvements of some others as disapproval. Besides to this, learners weren't told the direction how to did individually, in pair or in group.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was to evaluate grade 9 English textbook appropriateness in using CLT tasks and teachers' actual implementation in EFL Class .In order to succeed in this objective, a descriptive research design was used. The approach was qualitative and quantitative.

The instruments used in the research were text book analysis (reviewing the text book), questionnaires, interview check list and observation. The researcher evaluated whether CLT tasks/activities are implemented within the objective and the contents of the text book that promote learner interactions. Based on the data collected the result and the discussion made the following major findings were identified. Due to insufficient tasks of CLT in the text book, learners' mastering in communication interaction was low.

There were lack of allotted time in using the language for authentic purpose to describe, discuss, debate, explain, converse, agree/disagree, ask for and give information of the communicative activities freely based on each period of contents.

The communicative objective of the text book concerning developing learners' interaction in using English language was more bounded by grammatical patterns /clues.

In case the time allotted for a period was limited, learners' did not to communicate freely for try and error. The appropriateness of contents of the textbook in relation to learners' need of communication reactions were beyond the scope of learners' background.

The correspondences between the communicative objective of the textbook and learners' desire/ways of interaction were far apart. The authenticity of the language that EFL teachers use in EFL class was average in the way of enabling learner more interactive.

Teaching English language learners' exerted with suitable teaching aid which made them to be motivated was low. Readiness of EFL teachers when ever to help learners question to give immediate response/ clarification and encourage them to ask question was average.

Creating opportunities/situations like: describing people, places, animals, objects to develop learners communication using appropriate language by EFL teachers was low.

Using different ways of communicative strategies in CLT by EFL teachers was low.

Organizing learners in individual, pair and groups according to the types of CLT tasks was medium.

Assessing learners' needs in communicative language teaching by EFL teachers was average.

Participating EFL teachers as one of group member in EFL class in doing CLT tasks was low.

Encouraging learners to use English language in class and outside the class by EFL teachers was average.

EFL teachers used meta-language in EFL class during classroom interaction.

Taking responsibilities in engaging own doing CLT tasks was medium.

Involvements of learner in EFL classroom interaction and outside the class was low

Giving skill training for EFL teachers in relation to CLT and assigning English day in the school in mobilizing communicative interaction was low.

Giving sufficient time to practice communicative language teaching was low

There is no skill balance and also intervals of each unit in the textbook

5.2 Conclusion

The main objective of the study was to evaluate grade 9 English text books appropriateness in using CLT tasks in EFL class included in the objective and contents of the text book. The instruments that the researcher used review textbook, questionnaire, interview and observation with check list. So, the overall findings of this study led the researcher to reach conclusion that communicative language teaching tasks were not used appropriately due to the following detailed conclusions.

Insufficient tasks of CLT in the text book , learners' mastering in communication interaction was low. The textbook mostly concentrated on the major skills rather than enumerating different tasks that initiate students to communicate.

There were lack of appropriateness allotted time in using the language to authentic purpose to describe, discuss, debate, explain, converse, agree/disagree, ask for and give information of the communicative activities .

The communicative objective of the text book concerning developing learners' interaction in using English language was more bounded by grammatical patterns /clues. Students and teachers focused only on the forms of the grammar which hindered the competency of communicative language teaching. For that matter students were limited to communicate freely in fear of error.

The appropriateness of contents of the textbook in relation to learners' communication reactions were beyond the scope of students background which meant that the textbook lacks some illustrations, cultural review, norms and traditions those needs language descriptions to motivate learners to communicate.

The correspondences between the communicative objective of the textbook and learners' desire/ways of interaction were far apart since the situations which were included in the textbook

were difficult to interpret easily. The authenticity of the language that EFL teachers used in EFL class was exhaustively used their potential in the way of enabling learner more interactive.

Readiness of EFL teachers whenever to help learners questions to give immediate responses, clarifications and encourage them to ask question wasn't done exhaustively.

Creating opportunities/situations like: describing people, places, animals, objects to develop learners communication using appropriate language by EFL teachers was low.

Teachers didn't use different communicative strategies in teaching CLT tasks broadly to facilitate learners communication competence by Organizing learners in individual, pair and groups.

Assessing learners' needs in communicative language teaching by EFL teachers wasn't as the expected way.

Participating EFL teachers as one of group member in EFL class in doing CLT tasks and encouraging learners to use English language in class and outside the class was low.

Using meta language by teachers hindered the opportunities that learners would develop communication during classroom interaction. Teachers also didn't take responsibility in engaging own formulating CLT tasks.

No involvements of learner in the classroom interaction was shown. There was no opportunity in giving skill training for EFL teachers in relation to developing CLT and assigning English day in the school to mobilize communicative interaction.

5.3 RECOMMENDATIONS

Relevant data from textbook review, questionnaires, interview and observation were collected and analyzed. Based on the findings and the conclusion of the study, the researcher would like to suggest the following recommendations.

- ❖ Curriculum designers should consider the allotted time for a period and within a year to cover the text with effective use of communicative language teaching. In doing so teachers and learners relax to do more in the way of using the language for authentic

purpose to describe, discuss, debate, explain, converse, agree/disagree, ask for and give information of the communicative activities .

- ❖ Curriculum designers should also realize balancing of skills, including sufficient CLT tasks, strategies and techniques that captivate teachers to teach and learner to learn in the text book and teachers' guide.
- ❖ Besides to this, textbook designers should take in to consideration is that the communicative objective of the text book concerning developing learners' interaction in using English language shouldn't be bounded by grammatical patterns /clues. In case it may limit learners' to communicate freely in fear of error.
- ❖ In addition to this, the appropriateness of contents of the textbook in relation to learners' communication reaction, it should be included prior/early grade level parallel to learners' age as well as the scope of their background.
- ❖ To diversify the authenticity of the language that EFL teachers use in EFL class, teaching English language learners' should exerted with suitable teaching aid and also teachers should make ready themselves whenever to help learners question to give immediate response/ clarification and encourage them to ask question.
- ❖ Situations should be delivered for learners like: describing people, places, animals, and objects to develop learners' communication using appropriate language by EFL teachers.
- ❖ EFL teachers should assess learners' needs and organize in individual, pair and groups according to the types of CLT tasks.
- ❖ EFL teachers are expected to Participate as one of group member in EFL class with facilitating, motivating, monitoring and mobilizing in doing CLT tasks.
- ❖ Learners shouldn't be departed from English language day to use English language in class and outside the class in their daily life.
- ❖ EFL teachers shouldn't use meta-language in EFL class during classroom interaction instead use related vocabulary and further explanation in other way to come up to common consensus.
- ❖ Learner should take a great part in taking responsibilities of engaging own doing and maximizing involvements in CLT tasks in EFL classroom interaction and outside the class.
- ❖ Hierarchical coordination/linkages among department heads, schools administrators,

woreda educational Bureau, zonal, regional and federal educational office as well as local and foreigner NGOs to improve the quality in giving skill training for EFL teachers in relation to CLT and assigning English day in the school in mobilizing communicative interaction should take a great place .

- ❖ Further research should be done in the area of practicability of this conducted research.

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Candlin (1987) discusses seven components: input, roles, settings, actions, monitoring, outcomes and feedback

Clark’s, (1987) work and sub categories communicative goals into three goal areas:

Crookall and Oxford (1990) indicated that the effective use of role plays

Candlin and Nunan (1987) have suggested that *“activities can be graded according to the general cognitive demands they make”*.

Creswell, (2009). questions compared to the quantitative and qualitative designs when used in isolation

Cotterall,(2000). Learner autonomy defined as the learners’ ability to take charge of their own learning

Cotterall (2000), *within activities and tasks learners should be asked the questions such as: ‘Why are we doing this?’*

Cunnings, W. (1995), The learners’ ability to take charge of their own learning. (p.15).

Cook, V.J. (1994, P.3). *Second language learning: A cognitive perspective*. New York, NY: London.

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Donough & Shaw, (2003) *Materials should enable the learners to see how skills can be used effectively*. (p.175).

Grellet, F. (1981) *Learners could develop Meoble/flexible communication strategies through matching activities based*.

Graddol, D.. (2000-2) *English language is the main language of books, newspapers, airports and air traffic controls, international business and academic references sciences and technologies diplomats, sports, international competitions and adverting*.

Gene See and Upshur, (1999:140) evaluation is *“An activity of gathering information to be used in making education decisions”*.

Hamad Alsowat, (2019) explain *“Evaluation gives information regarding the effectiveness of the course content”*

Hood (1984) point out *“The richness and variety of texts that learners will need to face in real life situations”*.

Hamad Alsowat (2019) states that, *“Teachers feel that it is very difficult for them to teach systematically without text book. Indeed, the text book plays a crucial role in providing a base of materials for both teachers and learners”*

Hymes, (1979). *“Socio-linguistic competence is the appropriateness of language use in social contexts”*

Hyland (2007:76) states that *“Objectives are important to ensure that appropriate learning is achieved”*.

Hutchinson and Torres (1994:315) said that *“The text book is an almost universal element of teaching”*

Jacobs and Ball (1996:99) worked out that *“Not all group work promotes learning in some ELT Books”*

Kenny, (1993). “Learner awareness-raising is revealed within activities”

Karabutova ,E., Kolesnikova ,E& kolesnikova,A.(2015). The role of textbooks in the teaching of English as a foreign language :A practical guide (pp.1-15) New York, NY: Nova Science publishers.

Karabutova et al (2015) states that, “Recent techniques of communicative grammar teaching touch upon classroom activities involving students”

Larsen-Freeman (1991), teaching grammar communicatively requires taking into account students’ needs, goals, educational level, learning styles, error correction strategies, successful communicative practices, and authentic tasks communicate actively on topics of interest and relevance to them (Lambert, 2004).

Li and Adamson, (1992) indicate that *“Advanced students preferred individual to group or whole class work based on their beliefs”*

Littlewood (1981), teaching functional and the structural aspect of the language is presented in a balanced fashion by drawing the attention of the learners more of towards communication.

Low, (1987:21) states that *“Teachers generally need to screen materials in order to predict their suitability for particular classes”*

Lynch (1996) defines evaluation as “The systematic attempt to gather information in order to make judgments or decisions” (p. 2).

On the basis of CLT, (MoE, 2004). English language curriculum, syllabuses and the teaching materials for secondary schools are prepared.

Mekasha Kassaye (2005) has presented literature review on the rationale for the use of language tasks.

M.Hallett & A. Willis(Eds.) Language and education A review of research (pp.123-135).Cambridge university press.

Nevo, (1977) supports Weir and Robert’s view, adding that: Evaluation refers to the process of

delineating, obtaining and providing information on the merit of goals, designs, implementation and outcomes of educational activities, Evaluation is not simply process of obtaining information but also a decision – making process (Nunan 1998:118)

Nguyen, (2015). Developing four language skills and communicative abilities

Nguyen, (2015: 34) To suit the teaching and learning context in this study,

Prabhu (1987), based on three principal activity types including information gap, reasoning gap

Pienemann, M. (1984)., cited in Karabutova ,A.(et al, 2015).Learn ability and second language acquisition. New York, NY: Newbury House publishers.

Rea-Dickins and Germanie (1994) define evaluation as *“The means by which we can gain a better understanding of what’s effective, what’s less effective and what appears to be no use at all” (p. 28)*

Richards (2001:266) explained that *“The tasks in the text books should be flexible and not favor one type of learner over another. Besides good text books should have variety of exercises and tasks that enhance cooperative learning”*.

Richards and Rodgers (2001) pointed out “That grammar was taught as a separate lesson with a strong emphasis”

Savignon, (2002) some practitioners also misconceived CLT as if it were devoted to teaching only speaking.

Sheldon (1998:244) argues that *“Flexibility should be one of the features of a good foreign language text books”*

Skehan, (1998) second language acquisition researches.

Sheldon (1988:237) suggests that “Text books do not only represent the visible heart of EFL program but also offer considerable advantages for both students and the teachers when they are being used in the ESL/EFL classrooms

Silverman (2006) cited in Abrahamley (2017) defined it, reliability refers to whether a research

instrument

Scheerens et al.(2003:4) states that *“The main motives for creating or improving provisions for evaluation are three main concerns: to formally regulate desired levels of quality of educational out comes and provisions, to hold educational service providers accountable and to support ongoing improvement in education”*.

(Skehan, 1998, p. 158). Lastly, *“strategic competence or compensatory competence is used when other competences fail to cope with the situations such as lack of words or structures in communication.*

Tomlinson (1998) Real communicative interaction in classroom, according to can be achieved through:

Tomlinson states that (1998:9) “Tasks are related t with learner’s self-confidence”.

Thomas (1987) is “acting reciprocally, acting upon each other” (p. 7).

Tomlinson, (2023) evaluation is a process of measuring the value or potential value of text books

Tomlinson, (2003). According to this definition, it involves making judgments about the effects activities and tasks should reflect topics and texts from real world situations and be challenging enough to gain the learners’ attention (Tomlinson, 2003).

Vygotsky,(1986). It seems, therefore, from here that the inherent properties of a task have a limited role to play on a task performance

Weir and Roberts (1994) seem to be more specific when they consider textbook evaluation to be a systematic collection

Wright (1987) suggests the different ways in which learners might be grouped physically based on individual, pair, small group, and whole class mode.

Appendix 1

Questionnaire

Table.6. EFL teachers’ response on CLT tasks

N	Items	Ver	Hig	Averag	Lo	Ver	Mea
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o		y high	h	e	w	y low	n
1	Do the activities written in the exercise book help the students' communicative skill?						
2	Do the activities provide authentic situations to encourage students' participation and enable them to appropriately use of language for different purposes and functions?						
3	Do you think the objectives of the text book clearly written to targeted students to learn language more communicatively?						
4	Are the contents don't conflict with students' back ground (Prior knowledge)?						
5	Do you think the tasks in the text book are sufficient for students' interactions?						
6	Are the objectives of the text book corresponds to the communicative needs of the learners?						
7	Do the objectives recognize individual difference?						
8	Do the language you use in the class room interaction authentic i.e real life English?						
9	Does the teacher use suitable visual aids to the contents?						
10	Does the teacher offer help to the students when being asked						
11	Does the teacher provide all students with the opportunities to participate in speaking?						

Appendix 2

Interview guide

Table 7. Learners' responses as to how often the teacher use different kinds of activities,

techniques and strategies to teach communicative language tasks.

N o	How often the teacher use these activities, techniques and strategies to learn communicative language teaching	Very high	High	Average	Low	Very low	Mean
1	Does the teacher use pictures?						
2	Does the teacher use graphs ?						
3	Does the teacher use games?						

4	Does the teacher use role plays?						
5	Does the teacher use drills?						
6	Does the teacher use poems?						
7	Does the teacher use story telling?						
8	Does the teacher use Jigsaw activities?						
9	Does the teacher use problem solving activities?						

Appendix 3
Observation check list

Table.8.How often the teacher use different strategies to develop students communicative language teaching with integrating other skills.

No	How often the teacher use different strategies to develop students language teaching	Very high	High	Average	Low	Very low	Mean
1	Does the teacher give sufficient time for students to practice communicative tasks?						

2	Are the teachers ready and voluntary in giving immediate response in CLT lesson?						
3	Does the teacher organize the students to do individual activities?						
4	Does the teacher organize the students to do pairs activity?						
5	Does the teacher organize the students to do group activities?						
6	Does the teacher use any objects (materials) to create opportunity to describe it accordingly with in the class room.?						
7	Does the teacher introduce the objective of the day lesson?						
8	Does the teacher facilitate the instructional materials and monitor students in the teaching learning process?						
9	Does the teacher asses students needs						
10	Does the teacher participate in communicative tasks as one of a group members?						
11	Does the teacher organize the students based on the type of the communicative tasks ?						
12	Does the teacher encourage the students to ask questions						
13	Does the teacher encourage students to use English language while engaging in any class room tasks and outside the school?						

Appendix 4 Questionnaire

Table.9. How much students are ready to do activities and engage in own learning

No	How much I engage to participate_	Very high	High	Average	Low	Very low	Mean
1	actively in the class room						
2	to do most of class room activities						
3	to do class room tasks individually						

4	to do pair or group work						
5	to take greater degree of responsibility for my own learning						

Appendix 5 Interview transcription

Analysis of teacher's interview questions

1. Does the text book provide communicative exercise that enable learners to carry out their communicative tasks in real life situations?
2. Are there a balance between the activities for communicative language and activities for skills?
3. Does the teacher vary activity types like: games, stories or alike?
4. Have learner's given examples or ways how they can use their foreign language in the future beyond the school experience?
5. Does the teacher avoid meta- language?
6. Does the school facilitate any in-service mini workshop for EFL teachers?

Appendix 6 Observation transcription

Analysis of teacher's observation questions

1. Do the contents promote students free will (autonomy) ?
2. Do the contents promote students involvement?
3. Does the teacher use various interaction ways (individual, pair and group works)?
4. Does the teacher avoid interrupting the flow of communication through students' interaction?

Appendix 7 The textbook review

Text Book Evaluation Analysis and interpretation

Table 8 Which shows activities for language and skills in unit one are:

Activities	Frequency	Percent
Listening	2	10.5

Speaking	3	15.79
Reading	4	21
Writing	3	15.79
Vocabulary	2	10.5
Language focus	5	26.3

Table 9 :- Which shows activities for language and skills in unit two are:

Activities	Frequency	Percent
Listening	2	8.3
Speaking	7	29.1
Writing	4	16.7
Reading	5	20.8
Vocabulary	1	4.2
Language focus	5	20.8

Table 10:- Which shows activities for language and skills in unit three are:

Activities	Frequency	Percent
Listening	1	5.6
Speaking	4	22.2
Reading	3	16.7
Writing	3	16.7
Vocabulary	3	16.7
Language focus	2	11.1
Fun with words	2	11.1

Table 11:- Which shows review activities from unit one to three are:

Activities	Frequency	Percent
Listening	1	16.7
Speaking	1	16.7
Reading	1	16.7
Writing	1	16.7
Vocabulary	1	16.7
Language focus	1	16.7

Table 12 :- Which shows activities for language and skills in unit four are:

Activities	Frequency	Percent
Listening	2	8.3
Speaking	4	16.7
Reading	3	12.5
Writing	3	12.5
Vocabulary	4	16.7
Language focus	6	25
Fun with words	2	8.3

Table 13 :- Which shows activities for language and skills in unit five are:

Activities	Frequency	Percent
Listening	1	5.9
Speaking	4	23.5
Reading	5	29.4
Writing	2	11.8
Vocabulary	1	5.9
Language focus	4	23.5

Table 14 :- which shows activities for language and skills in unit six are:

Activities	Frequency	Percent
Listening	2	9.1
Speaking	5	22.7
Reading	3	13.6
Writing	3	13.6
Vocabulary	3	13.6
Language focus	4	18.2
Fun with words	2	9.1

Table 15 :- which shows review activities from unit four to six are:

Activities	Frequency	Percent
Listening	1	14.3
Speaking	1	14.3
Reading	1	14.3
Writing	1	14.3
Vocabulary	1	14.3
Language focus	1	14.3
Gap filling	1	14.3

Table 16 :- Which shows activities for language and skills in unit seven are:

Activities	Frequency	Percent
Listening	2	11.1
Speaking	4	22.2
Reading	3	16.7
Writing	2	11.1
Vocabulary	2	11.1
Language focus	5	27.8

Table 17 :- Which shows activities for language and skills in unit eight are:

Activities	Frequency	Percent
Listening	2	8.7
Speaking	5	21.7
Reading	5	21.7
Writing	4	17.4

Vocabulary	2	8.7
Language focus	3	13
Fun with words	2	8.7
Activities	Frequency	Percent
Listening	1	4.8
Speaking	7	33.3
Reading	4	19
Writing	3	14.3
Vocabulary	1	4.8
Language focus	5	23.8

Table 18 :- Which shows review activities from unit seven to nine are:

Activities	Frequency	Percent
Listening	1	16.7
Speaking	1	16.7
Reading	1	16.7
Writing	1	16.7
Vocabulary	1	16.7
Language focus	1	16.7

Table 19 :- Which shows activities for language and skills in unit ten are:

Activities	Frequency	Percent
Listening	1	5.9
Speaking	5	29.4
Reading	5	29.4
Writing	3	17.6

Language focus	2	11.8
Fun with words	1	5.9

Table 20 :- Which shows activities for language and skills in unit eleven are:

Activities	Frequency	Percent
Listening	2	10.5
Speaking	3	15.8
Reading	3	15.8
Writing	3	15.8
Vocabulary	3	15.8
Language focus	5	26.3

Table 21 :- Which shows activities for language and skills in unit twelve are:

Activities	Frequency	Percent
Listening	3	14.3
Speaking	4	19
Reading	3	14.3
Writing	6	28.6
Language focus	5	23.8

Table 22 :- Which shows review activities from unit ten to unit twelve are:

Activities	Frequency	Percent
Listening	1	16.7
Speaking	1	16.7
Reading	1	16.7
Writing	1	16.7

Vocabulary	1	16.7
Language focus	1	16.7

Table 23 :- Which shows total activities from unit one to unit twelve in the text book are:

Activities	Frequency	Percent
Listening	21	8.6
Speaking	55	22.6
Reading	46	18.9
Writing	39	16
Vocabulary	29	11.9
Language focus	45	18.5
Fun with words	8	3.3