2022-08

An Evaluation of Grade 12 English Textbook Listening Tasks Design and þÿE l f   T e a c h e r s   A c t u a l   C l a s s r o o

Zeleke, Wondimnew

BAHIR DAR UNIVERSITY FACULTY OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATUR

AN EVALUATION OF GRADE 12 ENGLISH TEXTBOOK LISTENING TASKS DESIGN AND EFL TEACHERS' ACTUAL CLASSROOM IMPLEMENTATION

BY:

ZELEKE WONDIMNEW BEZABIH

ADVISOR:

DEREJE ASSEFA (PhD)

BAHIR DAR UNIVERSITY

AUGUST, 2022

BAHIR DAR UNIVERSITY FACULTY OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATUR

"An Evaluation of grade 12 English Textbook Listening Tasks Design and EFL Teachers' Actual Classroom Implementation"

By: Zeleke Wondimnew Bezabih

A thesis submitted to the department of foreign languages and Literature (graduate program) in partial fulfillment of the requirements for the degree of Master of Arts in teaching English as a foreign language (TEFL)

Advisor: Dereje Assefa (PhD)

Bahr Dar, Ethiopia

August, 2022

BAHIR DAR UNIVERSITY

FACULTY OF SOCIAL SCIENCE AND HUMANITIES DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE THESIS APPROVAL SHEET

As Thesis Research Advisor, I hereby certify that I have read and evaluated this Thesis entitled "An Evaluation of grade 12 English Textbook Listening Tasks Design and EFL Teachers" Actual Classroom Implementation" it was Prepared under my guidance by Zeleke Wondimnew and recommended it to be accepted as fulfilling Thesis Requirement for the Degree of Master of Art in Teaching English as Foreign Language (TEFL).

_____ _____ _____

Advisor   Signature   Date

As member of the Board of Examiners of the MA Thesis Open defense Examination, we certify that we have read and evaluated the Thesis Prepared by Zeleke Wondimnew and Examined the Candidate. We recommended that the Thesis be accepted as fulfilling the Thesis requirement for the Degree of Master of Arts in Teaching English as Foreign Language (TEFL).

Board of examiners

_____ _____ _____

Chairperson   Signature   Date

_____ _____ _____

Internal Examiner   Signature   Date

_____ _____ _____

External Examiner

DECLARATION

I declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for this thesis have been fully acknowledged.

Name: Zeleke Wondimnew Bezabih   Sign._____

Date of submission: August, 2022

The thesis has been submitted for examination with my approval as a university advisor.

Dereje Assefa (PHD)

<div align="right">

Bahr Dar, Ethiopia

August, 2022

</div>

Acknowledgement

First and foremost, I would like to thank my God for his priceless favors in my life. Next, I would also like to express my deepest gratitude to my advisor **Dr. Dereje Assefa** who guided and advised me during conducting my study. Besides, I would like also to express my special thanks for my families for their psychological guidance and advice. Especially, thanks to **Adissu Wondimnew, Yibeltal Wondimnew** and **Azmera Assefa** for their psychological treatment and priceless support.

And also, my special thanks pass to my best friends **Dejen Dessale** and **Alene Aragaw** for their priceless suggestion and encouragement.

The last but not the least, I would like to express my deepest thanks for my special gift from God, **Zeneb Arega Yimam** who has spent her life for my success. Words cannot express my deepest feelings about the patience, encouragement and cooperation of my wife. Without her patience and encouragement, I would not have been successful in my life.

ABSTRACT

The purpose of this study was to evaluate grade 12 EFL textbook listening tasks and teachers' implementations of listening tasks on the basis of CLT (Communicative Language Teaching). A descriptive research design was used. The subjects of the study included a Grade 12 EFL textbook, 65 grade twelve students, and four grade twelve English teachers. The simple random sampling technique and the comprehensive sampling technique were used to select the participant students and teachers, respectively. As data collection tools, document analysis, questionnaires, and observations were used. Then, the book was evaluated using the checklist for communicative tasks, and the data obtained from participant teachers and students were analyzed quantitatively and qualitatively. Data from the document analysis was analyzed qualitatively while data from the questionnaire and observation were analyzed quantitatively. The data included both authentic and contrived items; the number of contrived items exceeded the authentic ones, and they were appropriate to the goals of the tasks. All the activities presented in the listening tasks were designed in accordance with the input data. The variety of listening activities was not enough. The activities include a limited variety of active learning methods. Moreover, most of the activities did not include the three stages of language learning; pre-task, while-task, and post-task. The teachers did not appropriately implement the tasks. The roles of learners and teachers in the listening tasks of the book were appropriate. However, these roles were not clearly stated in the book. The number of individual work activities was relatively high compared to the whole class and group activities. More number of pair and group work activities exceeding individual activities should be include in the listening tasks.

List of Acronyms

- ❖ **CLT** Communicative Language Teaching

- ❖ **EFL** English Foreign Language

- ❖ **ESL** English as Second Language

- ❖ **ELT** English Language Teaching

- ❖ **L2** Second Language

- ❖ **NCLRC** National Curriculum Language Resource Center

- ❖ **PPP** Produce of Presentation, Practice and Performance

- ❖ **TBLT** Task Based Language Teaching

- ❖ **TEFL** Teaching English as a Foreign Language

- ❖ **UN** United Nation

List of Tables

Contents   pages

CHAPTER ONE: Introduction

This chapter discusses the background of the study. So, it includes the statements of the problem, objectives of the study, significance of the study, scope/delimitation of the study and limitations of the study.

1.1.   Background of the study

Language plays a key role in any aspect of life as without language, the world, perhaps, would not have been what it is now. It is through language that the world's people communication and development have been established. Learning an international language helps people at large, and many people are learning English. Learning a language, however, is not as simple as it is expected to be. This is because learning a language involves not only knowing the language system (i.e., knowledge of grammar, vocabulary, etc.) but also the use of the language system (the skills) (Abax, 2004). The complexity of learning a language even gets harder if one is learning the four language skills in a second or foreign language context (Rees, 2008; Rixon, 1986).

One of the four skills, that human beings first experience in their life is listening which plays a significant role in ones communication and academic achievement. Nadig (2006) claims that "Effective communication exists between two people when the receiver interprets and understands the sender's message. In the same way the sender intended it." (P.26). Nadig here underscores that the listener's contribution to successful communication is strengthened when there are no barriers to communication between the speakers and the listener. In other words, we need to develop our listening abilities so as to maintain an understanding of communication.

The failure to create a natural way of language learning is one of the major problems in language teaching in general, and in teaching listening in EFL classes in particular. Some scholars of English suggest that creating a natural environment in a classroom helps students cope with the problems they may encounter in communicating with native language speakers. For example, Ur (1984) states that when planning listening exercises, it is important to take into account the kind of real-life situations for which we are preparing learners, and also the specific problems they are likely to encounter and need practice to solve. Ur further explains that in planning listening tasks, other factors should be taken into consideration such as the number of students, the use of tape-recorders, improving students' motivation, administering exercise effectively, etc.

If a material writer or a teacher does not consider the above factors, he/she cannot be sure about the effective implementation of the listening tasks that are attractive on paper, but may be impractical in a classroom.

Sheerin (1987) suggests that to teach listening effectively, a language teacher should consider procedures such as the provision of adequate preparation, adequate support, and appropriate listening tasks, together with positive feedback, error analysis, and remedial action. According to the above scholar's view, listening exercises could become effective when the teachers prepare task-based activities and when the students are asked to do something in response to what they heard and asked and that will demonstrate their understanding. But there is another question here-when will one get an effective listening task?

The purpose of this study is to evaluate the design of listening tasks in the current grade twelve English textbook. In addition, this study will check how teachers implement the listening tasks in a way to promote knowledge of listening tasks which is a cornerstone of enhancing students' listening knowledge.

1.2. Statement of the problem

Learning tasks are a means of creating the conditions necessary for the acquisition of language. Many definitions of language-learning tasks are found in the literature, but perhaps the most helpful is that provided by Richards, Platt and Weber (1985). They define a language learning task as:

" ...an activity or action which is carried out as a result of processing or understanding language (i.e., as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task." (Richards et al., 1985: 289)

The definition above clearly highlights the key components of a task: (1) language input, (2) goals (a clearly specified outcome, which determines when the task has been completed) and (3) activities (what learners need to do in order to complete the task successfully). In line with this, NCLRC (2004) magnifies the role of listening as follows:

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however,

language learners do not recognize the level of effort that goes into developing listening ability. (P. 21,)

The above quotation conveys that although the academic programs are dominated by listening, it was hardly observed based on students" needs; its roles have been ignored, learners gave little emphasis for improving their listening skill. According to Semie Kebede (1989) most of the teachers do not prepare any kinds of listening exams as an experienced teacher, the activities were inappropriate for group work and they lack adequate authentic materials. For this reason, not only students, teachers also assume that listening is an easy task. The local study mentioned above is evidences for this fact.

Regarding listening lessons, the researcher observed that there are many listening lessons presented in grade 12 Ethiopian English textbook that test instead of teaching students. Most of the lessons in these textbooks are lists of exercises that students attempt after listening to their teacher. English language teachers hardly find listening lessons that teach students how to develop their listening abilities. This problem is also discussed by different scholars; one of these scholars is Sheerin (1987). Sheerin (1987:126) supports this idea as, "listening comprehension lessons are all too often serious of listening tests in which tapes are played, comprehension exercises are attempted by the learners, and feedbacks are given by in the form of the right answer." Some listening tasks in grade 12 English textbook focus on the teacher's reading of the task and then the students listening and giving responses. In addition, there are challenges in giving students feedback on how they can improve their mistakes, rather than having the teacher give feedback by marking "right" and "wrong".

The current Grade 12 English textbook was chosen by the researcher to see if it helps students develop advanced listening skills because most courses that will be taken the following year at higher education institutions require advanced listening skills. The other reason for choosing this grade level was that it is a transition period that students become ready to attend a university; evaluating the teaching material at this level is considered as one way of investigating the problems of students before they join a university or college and the intervention may help students to be successful in their college or university education. According to Sieme (1989), most students did not perform well in listening task to their expected level. Sieme (1989) in his thesis entitled "An Investigation of Listening Abilities" found that Bahir Dar Teachers College students were found below the levels they were expected in understanding their lectures. The personal experience of the researcher of this study can also be a piece of evidence for the fact that the low achievement of

students in listening activities has been common in English classes. When the researcher was a student at a university, he observed many students who did not perform well at listening.

For the successful implementation of tasks, different materials are necessary and should be provided in abundance and with quality. One of the reasons behind the weak performance of students in listening skills in Ethiopian schools (Sieme, 1989) besides other factors may be the problem with the quality of teaching materials such as textbooks, audio and video cassettes, and modules. To evaluate listening tasks, the researcher used Nunan's (1989) checklist. Both the checklist for evaluating the contents of communicative tasks and the checklist for evaluating the nature of listening tasks were slightly adapted. The checklist was modified to incorporate the broad areas of task evaluation should cover. This evaluating checklist focuses on two different aspects of the listening tasks. These are the listening task components (such as goals, inputs, activities, teacher, student, and setting roles) and the listening task implementation. With regard to the evaluation of textbooks on various skills, Tesfaye Bezabih (2009) examined the extent to which the speaking tasks in spoken module of Dessie College of Teachers" education were designed with respect to learners" interests and how far they met the major speaking activities design criteria. Tesfaye's findings illustrated that the material is inappropriate due to the absence of variety, interesting, real world and relevant activities for the needs and interests of the trainees in their spoken module. Similarly, Meseret Araya (2013) evaluated the speaking tasks in grade nine English textbook. And her findings show that the tasks lacked authenticity and did not fulfill the stages of tasks. Furthermore, Tariku Mersiehazen (2013) evaluated the writing tasks of the Grade 11 EFL textbook and their implementations. And this study indicated that the activities were inappropriate for group work and lacked adequate authentic materials. Moreover, his study revealed that teachers did not appropriately implement the tasks. In addition, Gebiyaw Shimels (2011) conducted research on an evaluation of the design and implementations of reading exercises of Grade Nine textbook. And the finding of his study indicated that the pre-reading activities of the units were designed appropriately. Nevertheless, the practices of the pre-reading exercises were inappropriately applied or difficult to be implemented and the exercises after reading were almost none. Even though there were several studies conducted around the teaching and learning of listening, to the researcher's knowledge and reading, I could not find any local research which linked the problem to the design and implementations of the listening tasks. Abebaw Dessalew (2012) study, for instance, focused on evaluation of listening tasks but not the implementations; he did not relate those problems mentioned and the difficulty level of the listening tasks in his analysis.

Besides, some of the research mentioned above was conducted on the old textbooks, which were used until 2010 G.C. But the current researcher focused on the current textbook for grade 12 students. Therefore, the researcher of this study was interested to evaluate grade 12 English text book's listening activities design and implementations and to check whether it is improved or not.

As mentioned above, the researcher reviewed research materials on evaluation in teaching listening only, but the evaluation of the design of listening tasks and their implementations was missed. Regarding to my study area, there are lots of problems clearly observed in areas of listening task evaluation and their implementation in classroom. In addition, from the researcher's experience, most of the preparatory school students were less interested in doing the listening task and less motivated to interact with each other about the topics in the class tasks. Because of the lack of the motivating factors which were mentioned above, in this study, the researcher wanted to evaluate the design of listening tasks in the current grade twelve English textbook and how teachers implement these tasks in a way to promote knowledge of listening tasks.

Based on the above rationales, the researcher has set the following research questions:

1. How are grade 12 English listening tasks designed and presented?

2. How are the grade 12 English listening tasks and components to be implemented in the classroom?

3. What are the students' reactions to the grade 12 English textbook listening tasks?

4. How do the tasks and inputs in the textbook address the goal of improving the listening skills of the grade 12 students?

1.3. Objectives of the study
This study has both general and specific objectives.

1.3.1. General objective

The main objective of this study was to evaluate the grade twelve EFL textbook's listening tasks design and their implementation at Filakit Preparatory School based on the current approaches to communicative tasks.

1.3.1. Specific objectives

The specific objectives of the study are:

1. To investigate how the grade 12 English textbook's listening tasks are designed,

2. To analyze the strengths and weaknesses of the listening tasks in the grade 12 English textbook;

3. To find out the students' reactions to and participation in the implementation of listening tasks;

4. To evaluate the input and the explicitness of the goal of the listening tasks.

1.4. Significance of the study

The results of this study will be important for the following four parties. First, syllabus designers and textbook writers will use it as input on the strengths and weaknesses of the listening tasks in the current Grade 12 English textbook for Ethiopia. Second, English language teachers will have a better understanding of the nature of listening tasks, and they can also adjust or amend the current listening tasks according to their classroom situation. Lastly, it will help future researchers who want to study a similar topic to use the result of this study as a reference.

1.5. Scope of the study

This study focused on only the evaluation of the current grade 12 English textbook listening tasks design and its implementation at North Wollo Zone Meket Woreda, Filakit Preparatory School. The researcher took only Grade 12 students among the different grade levels as participants of this study, and listening was the skill which this study focused on among the different skills.

1.6. Limitations of the study

In conducting this study, the following limitations were faced by the researcher.

First, this study was conducted in one high school; the data was obtained from such a narrow study area and may not be generalized in context of other high schools. The limited number of participants was one of the limitations. The study would have given a better result if it had increased more schools and teachers. Second, the study comprised only one sample of school and four English language teachers. If more schools and teachers were included, the results of the study would have been more comprehensive and valid. Third, conducting class observation sessions was a very hard task, for instance some of the teachers were not voluntary to be observed because, lack of confidence. This affected the researcher work progress like lack of concentration and forced him not to utilize his time properly, however, by negotiation to them, he come to finish his work of study on time.

1.7. Operational definitions of Key Terms

Various terms were used throughout the study. To clarify the meaning of the terms, the following definitions are provided.

Activity: According to Nunan (1989) activity specifies, what you will actually do with the input, which forms the point of departure for the learning task.

Bottom-up approach: According to Nunan (1989) this is an approach to teaching, learning and using

6

language based on the processing of small units of language and then proceeding to larger units.

Top-down processing: It is the use of background knowledge and knowledge of the world to make sense of spoken and written language. (Nunan, 1989)

Input: Rod Ellis (1999) considered that input is used to refer to the language that is addressed to the foreign language learner either by a native speaker or by another foreign language learner in addition there should be some new information that the learners have not known.

Setting: 'setting' refers to the location of the study area or the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. It also implies the place where the pedagogical conditions are treated. (Nunan, 1989).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviews literature related to evaluate the design of listening tasks and its actual implementation of the current preparatory school English textbooks. It first gives a few definitions of the terms listening skill, types of listening skill materials, listening to task and task- based language teaching, the rationale for the use of language tasks (the psycholinguistic rationale, the socio-cultural rational), defining communicative tasks, communicative task components, learners roles, teachers roles, the nature of listening activities, the role of textbooks in the EFL/ESL/ classroom, listening textbook evaluation and stages in the listening tasks (the pre-listening, while-listening, and post-listening stage).

2.2. Definition of Listening

Different scholars define listening in different ways. For instance, Underwood (1989) defines listening as an activity of paying attention to get meaning from something we hear. To listen carefully to spoken language, we need to be able to work in particular ways on particular occasions, and not simply to understand the words themselves (p. 26). Rost (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation), and creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active processes of interpretation in which listeners match what they hear with what they already know.

Listening is considered as an important process that must be faced by people when acquiring a language. Moreover, in the study of second language acquisition, listening take an important role as the receptive skill that must be possessed by learners. Listening is defined differently from one expert to another. Brown (2004) defined listening as a process of identifying certain information such as gist, main idea, supporting points, and even conclusion which can show the learners" comprehension toward the given input. Meanwhile, Rost (1994; p 141-142) defines listening as a complex process which let listeners understand spoken language. The process is invisible that make it difficult to be described. The process enables listeners to comprehend the speakers" accent and pronunciation, grammar, vocabulary, and also meaning. The process of listening is

not only about hearing the sound, it is more about an active process which involves the perception of sounds and understanding the message represent by sound. Purdy (1997) says that listening is an active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the needs, concerns, and information, which are offered by the speaker. Besides, Krashen (2008:48) views listening as the process of understanding a spoken language uttered by the native speaker.

Chamot (2005) defines "listening to be more extensive in definition that is listening is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge while relying upon multiple strategic resources to fulfill the task requirement". (P. 112-130)

Based on the expert's explanation it can be concluded that listening is considered as the active process which is done in order to get information or message represented with sound and to enable the learner to comprehend the speakers' accent, pronunciation, grammar, even vocabulary by involving constructing meaning by using contextual cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement.

Purdy (1997) defined listening as "an active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings" (p. 8). Listening comprehension is an inferential process (Rost, 2002). Linguistic knowledge and world knowledge interact as listeners create a mental representation of what they hear. Bottom up and top-down processes are applied to get to this mental representation and achieve comprehension. Furthermore, Rost (2002) defined listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy. To listen well, listeners must have the ability to decode the message, the ability to apply a variety of strategies and interactive processes to make meaning, and the ability to respond to what is said in a variety of ways, depending on the purpose of the communication. Listening involves listening for thoughts, feelings, and intentions.

2.3. Rational for Using Language Tasks

Mekasha Kassaye (2005) has presented literature review on the rational for the use of language tasks. The researcher has tried to summarize the points as follows. There are two basic reasons which are discussed in different books for the use of tasks in foreign and second language teaching and

learning. These are the psycholinguistic rational and Scio-cultural perspective.

2.3.1 The psycholinguistic Rationale

Psycholinguistic reason for the use of the tasks in language pedagogy starts from a general statement that learning tasks activate the task-doers' cognitive processes or mental computations. This activation of mental computations or cognitive processes is supposed to mainly determine the learner's abilities to communication, which in turn, will affect their acquisition of a language. The crucial role of learning tasks in enabling learning goes through some kind of mental processing and language use with ultimate benefit of language acquisition has been discussed in various psycholinguistic and computational models of second language acquisition researches. (Skehan, 1998)

The three well-known models under Psycholinguistic rational which are stated in literature are the interaction hypothesis by Long, the cognitive approach by Skehan and the communicative effectiveness model by Yule. (Ellis, 2003)

Ellis has discussed the three models as follows. In Long's later version (1996), it is explained that it is not only communication breakdown where by meaning negotiation can contribute to language acquisition but also such factors as the feedback, and the modified output.

The feedback is the type of input learners keep going on their own steps to their attempt to communication in given interaction. The feedback finally leads them to modify their output in their effort to reformulate productions as a way of making the steps understandable.

The second psycholinguistic model is the cognitive approach to tasks developed by Skehan. This approach is based on two major types of linguistic knowledge the second language learners are believed to have the exemplar-based systems knowledge seems to be of immediate use, usually calling for fluent language performance whereas the rule-based system seems to be of relatively permanent use usually calling for accuracy. The exemplar-based system thus stands for discrete lexical items and ready-made formulaic chunks of language.

The rule-based system refers to more abstract, underlying working patterns of language. Learners need to switch on these patterns when socio-cultural appropriation and linguistic precision are required in a given interaction. While meaning negotiation is the essence of Long's interaction hypothesis, learner's production is what characterizes Skehan's cognitive account. To skehan there are three aspects of learner production: fluency, accuracy, and complexity.

The third psycholinguistic model is Yules (1997) communicative effectiveness model. It might be interesting here to note that the models discussed so far deal with task features that influence learner's acquisition of a second language whereas Yule's model mainly targets at investigating task processes

that contribute to communicative effectiveness. This model has two broad dimensions. The first component addresses the learner's ability to encode the referents they have to communicate about; the second component addresses learner's ability in taking into consideration their participants' perspectives, feedback etc. in role taking activities, and this may enhance their performance in communication.

2.3.2. The socio-cultural Rational

The essence of this perspective lies in the fact that learners are not mere programmed respondents to a given task; they rather respond to a task in such a way that they make their sense of it (Vygotsky, 1986). It seems, therefore, from here that the inherent properties of a task have a limited role to play on a task performance as learners re interpret the task in their own way and construct their own meaning based on their socio-historical backgrounds and local goals (Breen, 1987). Task performance is thus a resultant effect of these socio-cultural dimensions and the psycholinguistic perspectives discussed above.

According to this theory, interaction is not a means of learning but the goal of learning itself. In the socio-interaction-mediated learning, the assistance of mediators to other learners in performing a new function has been found most successful in facilitating learning (Feuerstein *et al,* 1991).

This scaffolding process (the interactional, social and affective support interacts get from each other) involves, among other things, abilities such as directing interest in a task, highlighting critical features of task, controlling frustration and building confidence, and task simplification where necessary.

2.4. Types of Listening skill Materials

Rixon (1986) has listed different types of listening materials such as extensive and intensive listening, recorded and live listening (p. 28). He explained extensive listening as a situation in which a person engaged in listening to something in a relaxed way, not concentrating on every word, but the sheer pleasure of following the content of what is said. An example is the experience of listening to an interesting or amusing radio program, which poses no particular problems of language or difficulty of concepts. Intensive listening is discussed as a situation where a person has to listen with great attention, because he/she is trying to pick up and remember a serious of important instructions, as in the case of the employee listening to his/her boss's orders. This is perhaps the more widely used form of listening practice in modern classrooms. Recorded listening material is all about the use of recorded tapes or cassettes for listening comprehension.

Recorded listening materials have their own advantages and disadvantages. The advantages include the materials allow the non-native teacher to bring the voices of native speakers in to the classroom; the teacher or student can stop the recorded materials where he wishes; students, on their own, can use the materials either in or outside the classroom, and taped materials give students the chance to hear several people talking at the same time. The following are disadvantages of recorded materials: visual clues are not present when students listen to recorded materials on audio tape, and tapes and recorders used in the classroom are not always of a high quality.

Advantages of live listening is discussed by Rixon as it is spontaneous and there is access of students to interact with speakers by showing their understanding (or lack of it) through expression, gesture, or simply by speaking for clarification or repetition. The disadvantage expressed as live listening experiences cannot be repeated exactly. Small sections cannot be replayed or paused in the way that recorded materials allow.

2.5. Listening to Task and Task-Based Language Teaching

It is first of all necessary to discuss the definitions to task by different scholars. Willis (1996) defines "a task as an activity in which the target language is used for a communicative purpose in order to achieve an outcome" (p.137). In this definition there are two key words purpose and outcome; these two key words, are used to define task by other educators. Skehan (1998), for instance, represents the core features of tasks within four defining criteria; there is a goal to be worked towards the activity outcome-evaluated; meaning is primary; there is a real-world relationship. Carroll (1983) asserts that task is any activity in which a person engages, given an appropriate setting, in order to achieve a specifiable class of objectives. Richards (1985) defines task in a detailed way: a task is an activity or action which is carried out as a result of processing or understanding language i.e., as a response (p. 289). They illustrate the term as the following: drawing a map while listening to a tape, and listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of a task. About the advantage of tasks, they say that the use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative… since it provides a purpose for classroom activity which goes beyond practice of language for its own sake.

In this definition, we see that the authors take a pedagogical point of view. They give emphasis to what students do in the classroom rather than what students do outside the classroom. But there are a

number of definitions which emphasize or suggest that there should be a close link between the tasks performed by learners in the language classroom and in the outside world. The things learners do with the target language in the classroom (i.e., the classroom tasks) should be related to, or derived from, what learners are supposed to be able to do with the target language in the real world. In this respect a preliminary needs analysis for establishing course content in terms of real-world target tasks that learners need to be able to perform constitutes a necessary step in designing a TBLT curriculum or syllabus. The following two definitions can be considered as examples.

Krahnke (1987) states the defining characteristic of task-based content as it uses activities that the learners have to do for non-instructional purposes outside the classroom as opportunities for language learning. Tasks are distinct from other activities to the degree that they have non- instructional purposes. Similarly, Candlin (1987) defines task as a set of differentiated, sequence able, problem-posing activities involving learners" cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu.

Regarding the kind of language use that classroom tasks should give rise to the following definitions emphasize the primacy of meaning: the learner's attention should primarily be directed towards meaning exchange. Nunan (1989) explains task as one element of classroom activities which involve learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on meaning rather than form. In the same way, Skehan (1998) defines task as an activity in which meaning is primary; there is some communication problem to solve; there is some sort of relationship to compare real-world activities; task completion has some priority and the assessment of the task is in terms of outcome.

Based on the above two definitions, one can say that classroom tasks should facilitate meaningful interaction and offer the learner ample opportunity to process meaningful input and produce meaningful output in order to reach relevant and obtainable goals. In other words, tasks invite the learner to act primarily as a language user, and not as a language learner. Tasks are supposed to elicit the kinds of communicative behavior (such as the negotiation of meaning) that naturally arises from performing real-life language tasks, because these are believed to foster language acquisition.

Task –based language teaching (TBLT), an approach which involves designing whole courses around tasks, is related to a strong version of CLT. Ellis (2003) distinguishes TBLT from "task- supported

language teaching", which simply combines task use with a weak version of CLT. Tasks can be "unfocused" involving unspecified language use, or "focused", encouraging the processing of specific linguistic features.

Ellis (2003) further explains that unlike „exercise", which is primarily concerned with practicing a specific form, focused tasks require that learners are not informed of the specific linguistic focus, and are therefore free to concentrate on meaning and to choose their own resources; any attention to form will be incidental. This is a central issue, since the strong CLT position underpinning TBLT holds that acquisition is mediated by genuine communication; if attention is on form rather than meaning acquisition processes are not engaged. Ellis frequently returns to this point, expressing concern that this or that task-type may encourage attention to form rather than meaning, and thus change undesirably in to an exercise. The TBLT language acquisition device has an engagingly adolescent character: it will learn happily unless it detects that you are seriously trying to teach it something, in which case it switches off. However, some of the "focused tasks"-for example the, "consciousness-raising" activity requires students to underline the subjects of sentences and supply correct verb forms.

2.6. 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 (Little wood, 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.

2.7. 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

17

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:

1- **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.

2- **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.

3- **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.

4- **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.

2.8. Learners' and teachers' Role
2.8.1. 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 organic 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.

2.8.2. 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.

2.9. The Nature of Listening Activities

Richards (1987) classifies listening tasks according to whether they require the listener to engage in "bottom-up" or "top-down" processing. Bottom-up processes work on the incoming message itself, decoding sounds, words, clauses and sentences. Bottom-up processes include the following: scanning the input to identify familiar lexical items, segmenting the stream of speech into constituents, Top-down processes use background knowledge to assist in comprehending the message. Richards provides the following example: assigning to part of particular event, such as storytelling, joking

trying, complaining; assigning places, persons or things to categorizes; inferring cases and effect relationships; anticipating outcomes; inferring the topic of a discourse; inferring the sequences between events; inferring missing details.

In summary, Richards let us note that successful listening involves: skills in segmenting the stream of speech into meaningful words and phrases; recognizing word classes; relating the incoming message to one's own background knowledge; identifying the rhetorical and functional intent of an utterance or parts of aural text; interpreting rhythm, stress and emotional /attitudinal tone/; extracting gist essential information from longer aural texts without necessarily understanding every word.

2.10. The Role of Text Books in the EFL/ESL/Classroom

English language instruction has many important components but the essential elements too many ESL/EFL classrooms and programs are the text books and instruction materials that are often used by language teachers. As Hutchinson and Torres (1994) suggest that the text book is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid and projects have been set up to produce them in (various) countries … No teaching- learning situation, it seems, is complete until it has its relevant text book.

2.11. Listening Textbook Evaluation

There are different authors who discuss on how to evaluate text books. But as far as this researcher is concerned, there is only one author who presented a checklist which can be used to evaluate language tasks. This author is David Nunan (1989). He has published a book entitled "designing tasks for the communicative classroom". The researcher will use this person's checklist to evaluate the listening tasks presented in the new Grade 12 English for Ethiopia textbook. Other authors focus on the general textbook evaluation not on language tasks specifically, their views are discussed below.

Cunnings worth (1984) listed the following principles for language teaching materials evaluation: relate the teaching materials to your aims and objectives; be aware of what language is for; keep your students" learning needs in mind; and consider the relationship between the language, the learning process and the learner. Cunnings worth (1984) have also written qualities of good reading, listening and writing teaching materials. About listening material, he discussed that when looking at listening material, we should ask ourselves what sort of listening practice students need (monologue, dialogue etc.) and what they are required to do in response to what they hear. But a detailed checklist for evaluating language tasks is not included in this book.

2.12. Stages in teaching the listening tasks

A task, according to Rost (1990), is "a unit of teaching learning activity which involves relevant instructional variables to be manipulated by the learners using some kind of data. (P. 156)" This implies that selecting the appropriate text is not an end by itself. It only serves as a source of data for the tasks that students are expected to carry out in response to what they have heard. Hence, a task should be designed.

In order to help students and facilitating the improvement of their listening abilities in classroom, it is helpful to divide a listening activity into three distinct stages: the pre-listening, the while listening and the post listening.

2.12.1 The pre-listening stage

It is vitally important if we want our students to get as much as possible out of listening. The choice of listening is the first thing. Teachers shouldn't inflict on their students' topics they believe will be of little or no interest. In this stage called "introductory or preparatory", students are required to bring their attitudes, previous knowledge about the topic… they are going to tackle. They should be given a reason to listen, a chance to discuss and predict what they are going to hear since the teacher cannot let his student do a listening blind of information and without any point of reference, in addition to the pre-teaching of some vocabulary which may be problematic can also be a useful part of this pre-listening stage. All these activities related to this phase are well presented by Hedge (2000). "Predicting content from the little of a talk, talking about a picture which relates to the listening text, discussing the topic, answering a set of questions about the topic and agreeing or disagreeing with opinions about the topic" (P. 249)

2.12.2. The while listening stage

This phase refers to the time of listening in classroom. Most teachers use tape recorders for their classroom listening practice. During performing the listening activities, Students are denied all the physical and visual clues that make face to face communication easier, and they are left with only disembodied voice on what may be a technically poor piece of equipment, sometimes video can cover these difficulties but still in other cases, teachers when using tape recorders must be encouraged to offer visual clues to help students (flashcards, white board…).

While- listening, activities guide the students to collect or catch the necessary information for an overall listening comprehension, those activities ensure the active nature of the process in the fact that grasping every word when listening is not necessary, as well as involving the students to develop

good listening habits, which consists in getting the information and immediately performing something with it. Many activities are suggested for teachers to use in this phase: comparing the listening passage with the pre-listening stage, filling in gaps while listening to a conversation where students are given the utterances of one part of the conversation and asked to complete the missing one of the other, or filling the blanks of a passage with the appropriate missing words like in a song's lyrics, depicting the irrelevant information from a listening passage, sequencing, where students are asked to give the right order of events like in a story for example, and listening for specific information or item (information search).

2.12.3 The post- listening stage

The feedback to a listening activity in general is important. It is good for students to realize that they have been doing something useful and interesting. For that reason, post listening activities refer to all activities which can be practiced after the second phase. Those listening activities are used as a springboard onto other language skills such as reading, speaking and writing.

Post listening activities are considered to be a source of motivating. Students are given the opportunity to get more information about the topic (this interest is not confined only to the original passage but it tends to include student's impressions, opinions, attitudes…) (Hedge, 2000).

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter discusses methodology of the study; the research design; source of data; population and sample of the study; sampling technique; and data gathering instruments; method of data analysis; procedures of analysis; validity; reliability; and ethical issues.

3.1. Methodology of the study

The method of this study was a combination of both quantitative and qualitative methods. Regarding the approach, a mixed (both qualitative and quantitative) data gathering method was employed to gather information/data from a sample of grade 12 students and EFL teachers of Filakit Preparatory School.

3.2. Research Design

The main objective of this study was to evaluate whether or not the listening tasks in the currently in-use grade twelve English textbook were designed well and implemented in the EFL classrooms. To achieve this objective, the researcher used a descriptive research design; in this regard, the researcher utilized both qualitative and quantitative methods.

3.3. Source of Data

The major source of data for this study was the new Grade 12 English for Ethiopian Students textbook. This textbook was used as teaching material for the first time in the year 2011/2012 G.C. But to some extent, the new English syllabus for grade 12 and the teacher's guide were also used as source of data to see whether the textbook went with them or not. Grade 12 English teachers and students were also the source of data for this study.

3.4. Population and samples of the study

The target populations of the study were the sample grade 12 EFL teachers and students to provide information about the listening tasks. Thus, all four English teachers of North Wollo Zone Mekiet Woreda Filakit preparatory school were the target population of the study, and they were selected using a comprehensive sampling technique because there are only four teachers in the school. The second target population of this study was a sample of grade 12 students from a total of 210 students in 5 sections in the school. Among the total grade 12 students, sixty-five students (30.95%) were selected by using a simple random sampling method, which gives an equal chance to every student to be included in this study.

3.5. Data Gathering Instruments

To achieve the objectives stated above in this study (see section 1.3.2), a mixed approach or method was used. The data was collected through different data collection tools, including document analysis, classroom observations, and questionnaires. The major instrument in the study was content/document analysis because the listening tasks in all the units were evaluated based on the different ways of listening learning tasks. The document analysis was done based on Nunan's (1989) checklist for evaluating tasks. Both the checklist for evaluating the components of communicative tasks and the checklist for evaluating the nature of listening tasks were adapted from Nunan's (1989) checklist. The checklist was modified in order to incorporate the broad areas that a task evaluation should cover (See Appendix A and B). The details of these areas and the components of task and their relationship with the evaluating checklists were discussed in Appendix A and B.

There were also classroom observations to get primary data and to check the implementations of the listening tasks in the EFL classrooms. And questionnaires were distributed to sample students just to examine students' attitudes or reactions to the materials being evaluated (Morrison and Scott, 2005 cited in Tariku, 2013). Questionnaire was used as a means of data collection because it has the capability of reaching a large number of people and it ensures high response rate, apart from saving time and energy. And close-ended questionnaire which was designed in this study would be helpful to the researcher to identify the attitudes of students towards the listening tasks.

3.5.1. Document Analysis/ Content Analysis

Content Analysis (CA) involves analyzing of the contents of documentary materials such as textbooks and mass media. According to Given (2008), analysis of documents focuses primarily on what is contained within them. In this frame, documents are viewed as conduits of communication between, say, a writer and a reader- conduits that contain meaningful messages. Such messages are usually in the form of writing but can engage other formats such as maps, architectural plans, films, and photographs. Kothari (2004) further defines content analysis as being a commonly used method of analyzing a wide range of textual data, including books, interviews, transcripts, recorded observations, narratives. Therefore, Content Analysis (CA) consists of analyzing the contents of documentary materials such as books, magazines, newspapers and the content of all other verbal materials that can be either spoken or printed. In this study, Content Analysis or document analysis was used as a major instrument to gather data. The documents that were taken for analysis were grade 12 English textbook and all the listening tasks in the teacher's guide. As it is stated above,

The content analysis was done based on Nunan's (1989) checklist for evaluating tasks. Both the This

evaluation checklist focuses on two different aspects of the listening tasks. These are:

- ➢ The components of the listening tasks (goals, inputs, activities, roles of teacher and students, and settings)

- ➢ Implementation of the listening tasks

3.5.2. Observation

Observation as a data-gathering tool was used to check and record how listening tasks were carried out in the classrooms. This tool as a data-gathering instrument was selected to find out how students undergo the different stages of listening; to observe how teachers and students play their roles; and to observe the reactions of the students towards the listening tasks. An observation checklist was prepared for this purpose. The checklist has three main phases: the pre-task phase, the while-task phase, and the post-task phase as suggested by Willis (1996) and it is attached in Appendix D.

3.5.3. Questionnaire

Questionnaire is the other tool used to collect information in this study. A self-reported scaled questionnaire was used in this study. It is a kind of questionnaire with rating scales in which respondents report what is true for them or the material being evaluated (Kothari, 2004).This type of instrument was used when there is a need to examine students' attitudes or reactions to the materials being evaluated (Morrison and Scott,2005 cited in Tariku 2013). And close-ended questionnaire will help the researcher to identify the attitudes of students towards the tasks. Thus, gathering the necessary data through questionnaire from a large population is appropriate so as to conduct the research.

To collect data about students' practices while learning listening lessons, close ended questionnaire was designed for the students. It consists of 9 items, and they were used to find out students' attitudes while practicing listening tasks in the classrooms. So, students were asked about their general evolvement towards the listening tasks in the textbook.

3.6. Method of Data Analysis

The researcher used Nunan's (1989) framework to evaluate the data that was gathered from Grade 12 English textbook especially on the listening tasks. The data was collected through the above research tools (i.e., questionnaires, observations and document analysis analyzed and interpreted through both qualitative and quantitative methods using simple percentages and frequencies (i.e., quantitatively) and narrative techniques (i.e., qualitatively). More specifically, the results obtained from students' questionnaires were tallied and frequencies were changed into percentages. In other words, the data

were analyzed and described in terms of words and numbers. On the other hand, the data collected from actual classroom observations were analyzed qualitatively in words and sentences, thematically.

3.7. Data Analysis Procedures

The following procedure was used to collect the necessary data for the study within the time frame specified;

First, the purpose of the study was to evaluate Grade 12 English textbook's listening tasks design and the implementation in the classroom. As an introduction, there would be a general description of the book and time allocation for the listening tasks. Second, using Nunan's (1989) checklist for evaluating communicative tasks, such as the goals, inputs, activities, roles of teachers and students and setting of the listening tasks of the textbook, the tasks were evaluated accordingly. As a sub-topic of activities, using Nunan's checklist for evaluating the nature of listening activities, a detailed analysis was made on the listening activities. The syllabus was also used in the evaluation, for instance in evaluating the roles of teachers and students. Furthermore, the teacher's guide was taken as a role model in the evaluation, for example in analyzing the goals of activities. Data gathered through document analysis, classroom observation, and questionnaires were also triangulated to strengthen the analysis. Therefore, the data were analyzed both qualitatively and quantitatively, or the data collected from document analysis, classroom observations and questionnaires were interpreted and analyzed both qualitatively and quantitatively.

3.8. Validity, Reliability, and 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 three data collection instruments which were used in this study, the researcher got the necessary data. For instance, to ensure the validity of the questionnaire, it was given to more experienced teachers who have expertise on research work in the educational system to assess and make a judgment concerning how well the items in the questionnaire fit the intended objectives of the study and to make some improvements, clarity of language and grammatical mistakes if necessary.

In addition, the researcher used triangulation to secure the emerging findings. As Denzin (1978) suggested, there are four modes of triangulation: multiple and different sources; multiple and different methods; multiple and different investigators; and multiple and different theories. Thus, multiple and different sources and multiple and different methods were used in the study, and the

participants of this were grade 12 students and EFL teachers of Filakit Preparatory School who had different teaching experiences. The researcher of this study believes that using a variety of data gathering instruments increase the validity of the information to be obtained by means of triangulation. The data was collected through document analysis, questionnaires, and classroom observations. The information obtained by the aforementioned instruments may be confirmed and clarified by one another. Thus, all the steps mentioned above make the research valid.

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. The research instrument would produce the same results on different occasions. Accordingly, the data obtained through students' questionnaire was crosschecked with classroom observations. The data that was obtained through the mentioned data collection instruments above were found to be almost similar. Therefore, all of these things help to increase the reliability of this study.

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 was made clear and understandable to all respondents. Any communication with the relevant bodies was done with their consent and without causing harm or jeopardizing their personal or institutional well-being. In addition, all information that was obtained from individual respondents and the teachers were kept secret.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION, ANDDISCUSSION OF RESULT

4.1. Introduction

The main objective of this study was to analyze the nature and design of the listening tasks and EFL teachers" implementation in the actual classroom in the case of grade 12 new English Textbook. This chapter of the research analyzes and interprets the nature of listening activities, components of the listening tasks and the implementation of the listening tasks. The data obtained from document analysis, classroom observation and students" questionnaire. The data obtained from these instruments were triangulated and discussed to offset the weaknesses of the other.

4.1.1. General description of grade 12 English student's text book

The task analysis and evaluation of the textbook has been done based on the new Grade 12 English for Ethiopia student textbook which has started being used as a teaching material for the first time in the year 2011/12G.C. This new textbook has 12 units. Each unit contains 9 sections: introduction, listening, language focus, study skills, speaking, and reading, increase your word power, writing and assessment. There is a revision part after three units. There are also two sections jointly prepared like reading and listening section. There are two parts called part A and part B.

One difference of this new book and the old one can be expressed in terms of the sections of the units. The previous book does not contain sections like introduction, study skills and assessment while the new book contains these sections. This by itself indicates that the new textbook contains various sections which help students improve different skills. Another good quality of the textbook is that it is attractive with colorful illustrations, maps, texts and charts; the textbook has also attractive hard cover having beautiful picture. Among the sections mentioned above, the researcher focused on only the listening section. The researcher tried to see the number of tasks found under the macro-skills: listening, speaking, reading and writing. There are only 22 listening tasks in the book, but there are 37 speaking tasks, 30 reading tasks and 26 writing tasks. As it was mentioned the smallest number of tasks is found in the listening section. This implies that less attention is given to listening skill. However, this trend should be improved; equal weight should be given to these major skills.

4.1.2. Listening activities and time allocation

In most Ethiopian government secondary schools, the allotted time for one period is 40 minutes. And this time is not enough for most of the listening tasks. For instance, if we look at the first listening

task in chapter one, only one period is given together with the introduction section. In this listening task, students are expected to answer 18 questions after listening to a passage which contains five paragraphs. In this single period students are also required to answer 10 introduction questions after looking at the pictures. It is unlikely for the students to do all these tasks within 40 minutes. This problem gets worth especially when the listening tasks assigned together with other tasks in a single period.

There are 22 listening tasks presented in the text book. (Excluding in the introduction, assessment and revision part).The listening tasks in the introduction were left out because the listening tasks found here are not full enough to be evaluated; they are presented together with other micro-skill tasks. And the listening tasks in the assessment were excluded, or the aim of tasks in this section is not teaching rather than evaluating. Since the researcher wanted to see only tasks for teaching, these assessment tasks were excluded. The reason for not including the listening tasks included in the revision part was to avoid redundancy-the tasks found here have similar tasks in the main listening section. Thus, the main listening tasks presented in the book are shown in a table below.

Table1. The Main Listening Tasks

Units	Number of listening Tasks in each unit	Number of periods Given to the Tasks in Each unit	Remark
1	2	2	Allocated together with other tasks –one with introduction and the other with language focus

2	3	3	The first two tasks are allocated separately and the third with speaking task
3	1	1	Allocated separately
4	2	2	Both are allocated separately
5	2	2	The first task is allocated together with reading task and the second task is allocated separately
6	2	2	Both are allocated separately
7	2	2	Both are allocated separately
8	1	1	Allocated separately
9	2	2	Both are allocated separately
10	1	1	Both are allocated together with speaking task
11	2	2	The first is allocated together with introduction and the second is allocated separately
12	2	2	Both are allocated separately

> ➤ Both in the book and in the syllabus, there is no time allocation based on tasks, but the researcher tried to associate the allocation with tasks.

As shown above, listening tasks are found in each unit-which is one of the good aspects of the text book design. However, there is no equal number of tasks in the units. For example, there is only one listening task in unit 3, unit 8, and unit 10; while there are 3 listening tasks in unit 2. The remaining units contain two listening tasks. However, one can say that there is no big difference in the number of listening tasks under the units. About time allocation for the tasks, the number of listening tasks and the number of periods are similar; 22 periods are given to 22 listening tasks. The difference lies on the fact that some of the tasks are given separated periods while other tasks are given periods together with other tasks. Among 22 the listening tasks, many of the tasks (12 listening are given in separate periods while the rest 10 tasks are assigned with other tasks in a single period. This implies that equal amount of time is not given for the listening tasks. Of course, it is very clear that all tasks do not need equal amount of time. But that is not the case here; for all of these 10 listening tasks the allotted time is not enough. Because, there are some tasks that given periods together with other tasks.

4.2. Components of the Listening Tasks
4.2.1. Goals

The first important feature to be treated in evaluating a communicative task is to check the existence of list of objectives that provide students with an opportunity to determine for themselves where they are going and what they can expect to achieve (Hyland, 2006).

At the beginning of each unit of Grade 12 English textbook, there are objectives (goals) that students are expected to achieve. Most of the units also contain listening objectives together with the objectives of other skills. There are only 16 listening objectives in the book. However, there are 22 listening tasks in text book. From this we can understand that the number of listening tasks and the number of listening objectives are not proportional. As one can see from the table, although unit 4 contains two listening tasks, it doesn't state listening objectives totally. There are also five other listening tasks without objectives-which is a ridiculous thing. Unit 2 contains 3 listening tasks though it contains only 1 listening objective. In unit 5, there are two listening tasks; however, there is only one listening objective. Unit 6 is also includes only one listening objective, but there are two listening tasks in this unit. The following table shows the listening objectives mentioned at the beginning of each unit of Grade12 English textbook.

Table 2-Listening Objectives

Units	Objectives
1	❖ listen to a father talking about his son and daughter ❖ listen to a mother talking about her son and daughter
2	❖ listen to people in different jobs
3	❖ listen to a speech about dropping out of university
4	………………………………………………………………….
5	❖ listen to a lecture about the UN and take notes
6	❖ listen to a description of the manufacture of pair of jeans
7	❖ listen to three employees talking about their jobs ❖ listen to an employer talking about the kinds of employees he wants
8	❖ listen to a lecture on Dinkinesh and Selam
9	❖ listen to a lecture entitled: Ethiopia must move forward

	❖ listen to some short conversations in which this topic, tradition versus progress, is Discussed
10	❖ listen to a news summary and an extended news item
11	❖ listen to a talk about the Ethiopian film industry
	❖ listen to an interview with a film maker
12	❖ listen to descriptions of magazine jobs
	❖ listen to a description of the magazine production process

To answer the other question of Nunan related to beliefs about the nature of language and learning are inherent in the task, again it is the positive side of the book that the tasks are designed based on current beliefs of language learning. Currently, it is believed that students improve their language skills when they practice different tasks repeatedly. And this fact is seen in the new Grade 12 English for Ethiopia textbook.

The last question of Nunan's checklist mentioned under goals and rational asks whether the task is likely to be interesting and motivating to the students. The researcher can say that many of the listening tasks are motivating and interesting because the tasks are related to young students" leisure activities, daily lives or other subjects which students are learning. Grade 12 students most likely watch movies, read magazines and listen to news in their leisure time. So, it is undeniable that students at this level like listening to things related their leisure time activities. Listening tasks on parents talk is also interesting to students, for they are related to their daily lives. The listening tasks based on UN activities and Selam and Dinkinesh are motivating to students because they know this fact in their history class.

When the researcher examined whether the listening objectives reflect a real- world or pedagogic rationale, he got a positive answer. All the listening objectives reflect either real-world or pedagogic rationales. The 16 listening objectives are shown in table as follows with regard to whether they promote real-world or pedagogic reasons.

Table 3-Real-World and Pedagogic Rationale

Real-World Rationale	Pedagogic Rationale
- listen to a father talking about his son and Daughter - listen to a mother talking about her son and daughter - listen to people in different jobs - listen to three employees talking about their jobs - listen to an employer talking about the kinds of employees he wants - listen to an interview with a film- maker - Listen to descriptions of magazine jobs - listen to a news summary and an extended news item - listen to a talk about the Ethiopian film industry	- listen to a lecture about the UN and take notes - listen to a lecture on Dinkinesh and Selam - listen to a lecture entitled: Ethiopia must move forward - listen to a description of the magazine production process - listen to a speech about dropping out of university - listen to some short conversations in which this topic, tradition versus progress, is discussed - listen to a description of the manufacture of pair of jeans

Note: Some of the situations can be real-world and pedagogic, but they are grouped into one of these categories after analyzing their frequent appearance. As it can be seen in the above table, there are 9 listening objectives that promote real-world rationale and 7 listening objectives that promote pedagogic rationale. In Nunan's checklist, there is a question which is related to task objectives. It says, "Does the task encourage learners to apply classroom learning to the real- world?" When we examine the goals of the listening tasks from their perspective, we get positive answer. In almost all listening tasks, there are questions which initiate students to apply classroom learning to the real world. For instance, let us look at the following four listening tasks.

1. To what extent are the views expressed (in the talk) similar or different to what your parents think?

(Unit 1, page 3)

2. To what extent do you think you are like the daughter or the son? (Mentioned in the talk)

3. Are her views (the mother's view in the listening text) like those of your mother? (Unit 1, page 6)

4. Discuss the kinds of barriers to communication you think a new corner to an area may face? (Unit 2, page 48)

These examples clearly encourage learners to apply classroom learning to the real-world. In unit one, a listening text deals with what parents think about their children and their children's activities is mentioned. Based on this, the above questions, the first three questions are mentioned to let students relate the parents mentioned in the story with their parents and the children mentioned in the story with the students themselves. The fourth question is presented based on the lecture about communication; it is given here to let students bring their prior knowledge that they collect from the society. So, this thing is one of the positive sides of the listening tasks of the new Grade 12 English for Ethiopia students" textbook.

4.2.2. Inputs

The second component in Nunan's checklist for evaluating communicative tasks is input. As it is discussed in the literature review; 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. When we evaluate the input data presented for the listening tasks in the new grade 12 English for Ethiopia textbook. We get both verbal and nonverbal materials on which students are based to do the different tasks. Among the 22 listening tasks presented in the book, only 6 of them contain non-verbal materials (pictures, photographs and a map) besides the verbal materials-listening texts. In unit one, both of the two listening tasks are accompanied with photographs. In the listening tasks of unit 7, 8, 11 there are also photographs as input. In unit 6, there is one listening task which is accompanied with map. For more clarification, the types of input presented for the listening tasks in Grade 12 English for Ethiopia textbook is tabulated as follows.

Table-4 Inputs of the Listening Tasks

Unit	Type and number of inputs
1	2 verbal materials (listening texts) and 2 non-verbal materials (photographs)
2	3 verbal materials (listening texts)
3	1 verbal material (listening text)
4	2 verbal materials (listening texts) and 1 non-verbal materials (photographs)
5	2 verbal materials (listening texts)
6	2 verbal materials (listening texts) and 1 non-verbal material (map of the world)
7	2 verbal materials (listening texts) and 3 non-verbal materials (photographs)
8	1 verbal material (listening text) and 2 non-verbal materials (photographs)
9	2 verbal materials (listening texts)
10	1 verbal material (listening text)
11	2 verbal materials (listening texts) and 1non-verbal material (photographs)
12	2 verbal materials (listening texts)

The different materials included in the listening tasks as input have two forms: authentic and contrived. Authentic materials are materials designed not for pedagogic purposes but for social interaction purposes. Examples of authentic materials are newspapers, magazines, pictures, video clips, audio cassettes, maps, photos, real objects etc. Contrived materials are materials that are used mostly in classrooms; they include activities that we don't find in the natural environment. Unfortunately, source is not indicated for the things put as input for the listening tasks in the new Grade 12 for Ethiopia textbook (which is against the principles of material writing). But based on the contents of the listening tasks, the researcher found that 10 of the listening tasks can be grouped as under the authentic materials whereas 12 of the listening tasks can be categorized as contrived materials as stated in the following table.

Table 5-Authentic versus Contrived Inputs

Unit	The content of the input	Authentic or contrived
1	❖ A father talking about his son daughter ❖ A mother talking about her son and daughter	Authentic
2	❖ A talk about people in different jobs	Authentic
3	❖ A speech about dropping out of university	Contrived
4	❖ A talk about the plot of a film ❖ A talk about a film review	Authentic
5	❖ A lecture about the UN and take notes	Contrived
6	❖ A description of the manufacture of pair of jeans	Contrived
7	❖ Three employees talking about their jobs ❖ An employer talking about the kinds of employees he wants	Authentic
8	❖ A lecture on Dinkinesh and Selam	Contrived
9	❖ A lecture entitled: Ethiopia must move forward ❖ short conversations on the topic: tradition versus progress	Contrived
10	❖ A news summary and an extended news item	Authentic
11	❖ A talk about the Ethiopian film industry ❖ An interview with a film-maker	Authentic
12	❖ Description of magazine jobs ❖ A description of the magazine production process	Authentic and contrived

Note: A person who wants to check whether the above inputs are authentic or contrived can refer the appendix part.

4.4.3. Activities

In the literature review, exploring activity types that best stimulate interactive language use in real-world or classroom situations is given emphasis. It is discussed that activities like information gap, reasoning gap, opinion gap, role-plays and two-way information gap games are among the types of activities that promote communicative language approach. All these activities, except role-plays, are found in the current Grade 12 English for Ethiopia textbook.

Under the component of activities of Nunan's checklist, there is also a question about whether the tasks are designed to stimulate students to use bottom-up or top-down-processing skills. As it is discussed in the literature review, bottom-up processes work on the incoming message itself, decoding sounds, words, clauses, sentences and texts. Top-down processes use background knowledge to assist in comprehending the message. The listening tasks in the current Grade 12 English for Ethiopia textbook are designed both to stimulate bottom-up and top-down processing skills. This is one of the positive aspects of the book. In unit 3, for example, there is listening task which motivates bottom-up processing. This task starts by asking students to listen to listening text their teacher is going to read about a successful graduate and the problems she faced at university; then the task moves on to presenting questions about to what extent they follow this advice now and whether they will follow the advice given at university. We can get a typical listening task that motivates bottom-up processing in unit 11 of the book. This task's first activity is about students" prior knowledge and has the following questions: Do you watch Ethiopian films? Which ones have you particularly enjoyed? What do you know about the film industry of this country? (Page 244) The next activity included in the tasks depends directly on a listening task; it is about listening to talk about Ethiopian film industry and making outline notes.

About the question whether there are information gaps or problems which might prompt negotiation of meaning, the researcher can say that "yes there are". Many of the listening tasks presented in the book have information gaps or problems which bring about negotiation of meaning. For evidence, the researcher has presented the following two tasks which include information-gaps or problems from the book.

A2.9. Listening: What is communication?
Work with a partner. Discuss what you think the term "communication" means then, without referring to a dictionary.
Write a definition beginning.
In our opinion, communication is…….
Compare your definition with the definitions of others in the class.
3-Listen to your teacher read out the dictionary definition of communication. Compare the class definitions see whose is the closest to the dictionary definition (page 38)

A9.2 Listening: Ethiopia must move forward
1-You are now going to listen to a lecture which puts forward a very different point of view to Doctor Kuanda's Listen and take outline notes Compare your notes with those of another student. (Page 198)

In the textbook, we can get the following activities that require bottom-up processing (as example): Listening to a monologue and identifying speaker's point of view; identifying gist, identifying detailed information, identifying the main points; identifying specific information and following the structure, logic and sequence of a text.

We can also get activities that require top-down processing. The following are mentioned as example: predicting the content (of all or part) of a text by doing pre-listening activities; predicting the content (of all or part) of a text by using variety of contextual clues; using previous knowledge to pronounce new words and structures and predicting the content of the second part of text by listening to the first part.

In the textbook, some of the units contain activities that require both bottom-up and top-down processing. It is good to have variety of activities. Among the 12 units half of them (6 units) contain these two types of activities. The following units that contain both types of activities are stated.

Table 6-Activities that Require Bottom-up and Top-down Processing

Unit	Activities
1	➢ Listening to a monologue and identifying speaker's point of view ➢ Relating what students have heard to their lives. ➢ Predicting content
4	➢ Predicting the content of the second part of text by listening to the first part. ➢ Identifying speaker's point of view

Unit	Activities
5	- listening to an extended lecture on an familiar topic and identifying specific information - predicting the content (of all or part) of a text by doing pre-listening activities - Identifying the main points
6	- Using previous knowledge to pronounce new words and structures - Predicting the content of a text by doing pre-listening activities. - Identifying specific information - Relating what students have heard to their lives - Identifying detailed information
10	- Identifying gist from news broadcast - Following the structure, logic and sequence of a text. - Retelling what is heard in some detail. - Predicting the content (of all or part) of a text by using variety of contextual clues. - Identifying detailed information
12	- Predicting the content (of all or part) of a text by doing pre - listening activities - Identifying detailed information

Having listening tasks that require only bottom-up processing or top-down processing is not recommended. In the textbook, we do not find listening tasks that contain only bottom- up processing. But we find the following tasks that require only top-down processing.

Table 7-Activities that Require Bottom-up Processing

Unit	Activities
2	- Identifying gist - Identifying detailed information - Identifying speaker's feelings

3	➢ Identifying speaker's point of view
7	➢ Identifying detailed information ➢ Retelling what have been heard in some detail
8	➢ Following the structure, logic sequence of a text ➢ Listening to a lecture on un familiar topic and identifying specific information ➢ Listing to a lecture on an unfamiliar topic and identifying what is heard in some detail
9	➢ Listening to a lecture on unfamiliar topic and identifying detailed information ➢ Identifying gist -Identifying speaker's feelings through the use of intonation
11	➢ Identifying detailed information after listening to an extended lecture on unfamiliar topic ➢ Identifying detailed information ➢ Identifying specific information after listening to an interview

The other question in Nunan's checklist related to activities is about whether the activities are appropriate to input data. In many of the tasks, only the listening texts (verbal materials) are presented as input while a few of the listening tasks are accompanied with non-verbal materials like pictures, photos and maps. But all the activities presented in the listening tasks are designed in accordance with this input data.

In Nunan's checklist, there is also a point about if the activities are designed in a way which will allow learners to communicate and cooperate in groups. In many of the listening tasks of the new English for Ethiopia textbook, there are activities which include questions suitable for discussion and inter-personal communication. As an example, we can take the following questions in the listening task of unit 12. There are questions that initiate learners to discuss in a group work, in a small group and discuss how you think a magazine is produced; discuss what you think are the stages involved in getting it to the newsstands where you buy it (p. 270).

4.4.3.1. Nature of the Listening Activities

4.4.3.1.1. Meaningfulness
One can say that all the listening activities of grade 12 English textbook have meaningfulness quality

(are important) because they teach the listening skills that a student will face outside the classroom, will help students listen effectively a lecture of other subjects that they are studying currently; and students will improve their skills of listening of general knowledge from different media.

Let us look us examples from the book and see the meaningfulness of the listening activities. In unit 2, for example, there are listening activities under the topic „intercultural communication" (page 48). These activities teach the skill how to communicate people with different culture and different language. One of the key aims of teaching language is to help students overcoming the problems they may face in communication skill in the natural world. So the example is a typical task to improve this communication skill. In unit 5, there are listening activities under the topic "A Lecture on the" UN". These activities are very important to improve students' listening skill of lectures, especially lectures which are given in history or civic and ethical education subjects. These activities not only improve students' language skill but also their knowledge about the historical background and the factions of the United Nations, including such kinds of pedagogical activities are very good because students will be eager to do them so as to be effective in other subjects. The other important listening activities are found in unit 12 (page 270); they are listed under the heading "The Magazine Production Process". They are important because they improve students' listening skill of general knowledge. Such kinds of general knowledge are broadcasted in different media, so students will not be confused if they do such kind of activities. In addition to improving their language skill, students will also improve their general knowledge.

4.4.3.1.2. Real-worldliness

When we evaluate the listening activities of grade 12 English for Ethiopia textbook, we get positive result. However, there are some important listening activities that students do in the real world but not included in this textbook.

Let us look at one example from the book. The following activities which are extracted from the book are based on things students may face after graduating from universities. So, it is good to include an issue about what kind of employees that employers want to recruit.

A.7.5 Listening: An employer Talks

---

1. You are going to listen to an employer talking about recruiting sales and marketing staff. The company is a multinational, based in Japan, which manufactures office copying and printing machines. Before you listen, work with a partner and discuss the kind of work you think sales and

marketing staff do and the skills necessary for the job.

2. Listen to the text and make notes in the table.

Qualifications	Skills and personal qualities Need	Benefits offered

1. Compare notes with your partner

2. Listen to the text again and add more details to your notes

3. Compare your predictions about what is required for the job with what the employer said

4. Discuss the meanings of these phrases and expressions from the text:

a. A degree is a starting point   c. multi-level engagements

b. Solutions-focused people   d. to come on stream (page 157)

4.4.3.1.3. Purposefulness

Purposefulness is all about whether the listening tasks of Grade 12 English for Ethiopia textbook have some kind of aims or objectives. As it is discussed in different books, purpose is the vague general intention behind any given learning task, or an answer a teacher may give to the following question is purpose; why your students are doing this task? Any task or activities shouldn't be done without purpose, aim, objective or reason Purpose in listening skills may be listening to a monologue and identify the speaker's point of view; listen to a speech for detailed information etc. Purposes should have been explained before any task. Students will not be motivated to do a certain task if they don't know why they are doing a certain task. Purposes should also be written having different requirements that a good purpose should fulfill.

Problems are seen in Grade 12 English for Ethiopia textbook in relation to listening tasks objectives. The first problem is the listening objectives are very general and they do not say how Students show their understanding of the lessons in an observable way. The second problem is there are 6 listening tasks without objectives. Of course, these two problems are resolved in the teacher's guide. However, the problems should have been solved also in the students' textbook.

Let us see some of the objectives: listen to a father talking about his son and daughter (unit 1, page 1); listen to people in different jobs (unit 2, page 30); listen to a lecture about the UN and take notes

(unit 3, page 53); listen to a description of the manufacture of pair of jeans (unit 5, page 103) and listen to a speech about dropping out of university (unit 6, page 125).

4.4.3.1.4. Suitability of Tasks for Pair/group work

When we evaluate the listening activities of Grade 12 English textbook, most of the activities are suitable for pair/ group work, if they are neither simple nor too difficult. If the activities are too simple, they can manage it himself/herself. And if the activities are too difficult, there are no ideas students may share; they don't like to work the activities on group or pair. But many of the activities are individual works, 51.76% of the activities are individual works. While only 27, 05% and 15.29% of the activities are pair and group works respectively. 5.90% of the activities are whole class activities. According to the works of many scholars, there should be much number of pair and group works in language books because they increase the students"communication ability.

4.4.3.1.5. Stages of Tasks (pre-task, while-task and post-task)

Many language books suggest that a task should consist pre-task, while-task and post task phases. Pre-task is all about introducing the dayʾs lesson and revising the previous lesson. The teacher may start the lesson either by asking students some brain storming questions or by telling them some new vocabulary or ideas. In the while-task stage, students are expected to listening test, conversation, interview, news etc. and do the activities given in the book. Here the teacher activity may be to read the listening text or turn on a tape recorder. In the post-task phase, the lesson will be revised or students may give their ideas or opinions.

When we see whether the listening tasks of Grade 12 English textbook contain pre-task, while- task and post-task phase; only 10 tasks out of the total 22 tasks contain these three stages. There are also tasks that contain only while stage. These are the second task of unit 4 and the first task of unit 9. Tasks that contain the three stages are the following: the second task of unit one; the second task of unit two; the first task of unit six; the first and second tasks of unit seven; the first task of unit eight; the first and second tasks of unit 11;and the first and second tasks of unit 12.

4.4.3. Roles

"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). In Nunan's checklist, there is a question about the roles given to students and teacher in the listening tasks. Accordingly, the roles given to the teacher and the student in the new Grade 12 English syllabus are stated as follows. The way the role of teacher and students stated here is different from that of the role

presented in the syllabus. In the syllabus, the role of teacher and students is found in different places under a table which is divided into three columns as competences, contents and learning activities and resources.

Before evaluating the roles of teachers and students in accordance with Nunan's checklist, it is better to indicate typing error. In unit 6 of Grade 12 English for Ethiopia textbook, there are two listening tasks; the first task is about how jeans is made, and the second is about pros and cons of globalization. But in the syllabus, it is only about the first task which is discussed; only the topic of the listening text is presented for the second task. In unit 8, all the students roles mentioned do not match with the contents of this unit; the roles are written based on unit 7. All the roles should have been related to the listening text, "the discovery and importance of Lucy and Selam". Here are students and teacher role in unit 6 and unit 8.

Table -8 Errors in Typing Roles

Unit	Teachers' role	Students" role
6	❖ Goes over word stress and how it shifts for different parts of speech ❖ Shows students a picture of a trainer/football shift. ❖ Talks about the production of an item (e.g., a trainer, football shift	❖ practice word stress ❖ list the steps involved from the original idea to being on the shelf in a shop ❖ listen to their teacher talking about the production of an item and compare the steps to their list
8	❖ Instructs students to look at work verbs and categories (sic) them ❖ Gives a lecture on the discovery and importance of Lucy/Dinkinesh and Selam	❖ Look at a number of "work" verbs and Categories (sic) them ❖ listen to the text and match each speaker to a job; record details of individual job; note down the key skills, qualifications and experience the employer is looking for ❖ discuss in pairs why those skills, qualifications and experience are needed by the employer and if themselves meet the Requirements

Excluding the above roles of unit 6 and unit 8, the roles of the students and the teacher in the listening tasks of 10 units are stated below:

Table-9 Main teacher and student Roles

Unit	Teachers" role	Students" role
1	❖ Reads out the listening texts (a father's voice and a mother's voice), records views expressed by students on the Chalkboard	❖ Listen to a text and identify and the list the opinions expressed; consider the opinions and relate them to their own experiences, give response to each
2	❖ Introduces the term "communication" And brainstorms, with the class, different meanings/aspects ❖ Reads a listening text	❖ play non-verbal communication ❖ Define the term „communication.
3	❖ Introduces vocabulary from the listening activity ❖ Reads listening texts	❖ Note down the problems the speakers faced, the strategies used by the speaker to overcome the problems
4	❖ Reads a text about an engaging film, omitting the ending; the second part of a film; and a review of film	❖ Predict the ending of the film; check their prediction. ❖ Listen the review of the film and decide if the reviewer enjoyed the film or not.
5	❖ Writes what students brainstorm about the UN ❖ Gives instruction and lecture on the UN	❖ Brainstorm about the UN and give answers to their teacher ❖ Brainstorm about the UN and give answers
7	❖ Orders students to look at a number "work" verbs and categories (sic) them ❖ Reads a text about employees talk without mentioning the job title	❖ Look at a number of "work" verbs and categories (sic) them ❖ listen to the text and match each speaker to a job
9	❖ Gives two lectures ❖ Reads short pieces of conversation	❖ Listen to the two lectures and make notes of the main points.

	on the topic; pronunciation; intonation	❖ Note the sentence stress and intonation and practice the conversations.
10	❖ Reads two listening texts ❖ Introduces/revises the meaning of the range of qualifies	❖ Listen to a text and match the broadcast to a threat and to a picture
11	❖ Commands students to brainstorm Vocabulary connected to film and TV. ❖ Reads two listening texts	❖ Brainstorm vocabulary connected to film and TV ❖ Listen questions and predict answers
12	❖ Instructs students to match a list of jobs titles with responsibilities ❖ Reads two listening texts	❖ Match a list of jobs titles and responsibilities ❖ Use the content of the text to talk about jobs they would like or not

As it shown in table 9, the roles of learners and teachers resemble the ones stated in communicative language teaching. Unlike traditional language teaching, student's roles are many in the listening tasks of Grade 12 English for Ethiopia Textbook. The roles of teacher are guiding, facilitating and instructing. The teacher is not acting as a sole provider of knowledge as in traditional language teaching. He/she doesn't take much of the class time; rather much of the class time is given to the students. There is no role by the name lecturing which is given to the teacher in the above table. In the listening classes of grade 12, they are the students who are the main actors. The students work most of the activities independently. They are also expected to be flexible since they are different activities. And in some cases they are supposed to be creative because some of the tasks are based on the topic which students are not familiar with. To explain the issue well it is better to cite some tasks from the students" book as example and show the students and teachers role.

4.4.4. Setting
Table 10-Classroom Setting for Listening Tasks

Setting of activities					
Unit	Individual work Activities	Pair work activities	Group work activities	Whole class Work activities	Total
1	5	0	4	0	9

2	3	2	0	2	7
3	2	2	0	0	4
4	2	2	0	0	4
5	5	5	0	0	10
6	6	2	2	0	10
7	6	3	3	0	12
8	5	1	0	1	7
9	4	3	0	0	7
10	1	0	1	0	2
11	2	1	1	1	5
12	3	2	2	1	8
Total	44	23	13	5	85
Percent	51.76%	27.05%	15.29%	5.90%	100%

According to the data presented above, most of the listening activities (51.76%) in grade 12 English for Ethiopia textbook are individual work activities. When we compare the number of activities in rank; pair work activities, group work activities and whole class activities are found in the listening tasks at second, third and fourth place respectively. There is uneven distribution in the number of activities. Unit 7, for example, contains only contains 12 listening activities while unit 10 contains only 2 listening activities. One can also get the same distribution problem comparing the number of activities found in unit 3, 4, 5 and 6. In unit 3and 4, there are only 4 listening activities (in each unit) while there are 10 listening activities in unit 5 and 6 (in each unit). The problem of having these different numbers of listening activities in different units is related to time allotment. For the 12 listening activities found in unit 7, only two periods are given while 1 period is given for the 2 listening activities found in unit 10. In unit 4, 2 periods are given for 4 listening activities; but surprisingly in unit 5, 2 periods are given for 10 listening activities together with reading task. From this data, one can conclude that students will do some activities effectively while they will do some activities ineffectively because of the problem of allotting enough time.

As it is discussed in the literature review, there is a difference between task and activities. Task is broader; other things like roles of teachers and students, setting, objectives, activities and input are found in it. So, activity is one element of a task. One task may contain many activities and may get

done in different settings-individual, pair, group and whole class. Most of the listening tasks contain more than one listening activity, and these activities will be done in different settings. Let us look at the following listening task as an example.

A 11.2 Listening: The Ethiopian Film Industry
Do you watch Ethiopian films? Which ones have you particularly enjoyed? What do you know about the film industry in this country?   2. You are going to listen to talk about Ethiopian film industry. As you listen, make outline notes. To review how to make outline notes, see a 3.3.   3. After the first listening check your answers with a partner. Listen to the text again and add more information to your outline. (Page 244)

As you see in the above example, there are 3 listening activities which will be done in three different settings. In the first listening activity, students are expected to answer in a whole class approach about the Ethiopian film industry in general and about whether they watch Ethiopian films and their favorite film. Students will individually answer the second activity which is about making outline notes after listening to a text. Again, students are supposed to check their answers with their partners in the third activity. It is very good to have different settings in a single task in order to make students fed up with the listening activities. It is also good to start from whole class activity in order to brainstorm students and move to individual and pair activities. Base on the introduction, students will do individual work and can improve their listening skill; if each student will not exercise listening activities by himself/herself, it will difficult to improve his/her listening skill. Pair work activity is also good because it initiates students to help each other and will improve students' communication skill.

4.3. Implementation of the Listening Tasks

As it was explained in the previous chapters, the major purpose of the study was to evaluate the design and implementation of the listening tasks found in grade 12 textbook. So far, the study dealt with the assessment of the design of listening tasks and their implementation. Now this section is devoted to the implementation of the listening tasks in actual classroom. For this purpose, as it was indicated in chapter three, section-3.7, three major instruments were employed. These were document analysis, observation, and questionnaire. These tools were used in order to collect data on two major points of task implementation. These were:

➢ Investigating whether the tasks capture students" interest and motivate them

➢ Whether the tasks stimulate genuine interaction between and among the students The results from the two tools presented and discussed as follow

4.3.1. Analysis of Classroom Observation

As it was mentioned in the research methodology section 3.6.2, observations of four sections of grade 12 were conducted prior to the distribution of the questionnaire. The results of the observation are as follows:

Table 11 Observation Guideline- Checklist

Phase	no	Guideline (item)	Per.	yes	No	total	Comme.
	1	Is the topic for the listening task familiar to the students?	%	3 75%	1 25%	4 100 %	
	2	Are the students made to brainstorm on the topic of the day and before doing the listening task?	%	3 75%	1 25%	4 100 %	
Pre-task	3	Does the teacher give preliminary introduction about the topic?	%	4 100 %	0 0%	4 100 %	
	4	Are the students made to plan for the task they are going to do?	%	4 100 %	0 0%	4 100 %	
	5	Does the activity prompt genuine interaction among the majority of the students?	%	2 50%	2 50%	4 100 %	

6	Do the majority of the students look interested while doing the tasks?	%	2 50%	2 50%	4 100 %	
7	Does the teacher guide and help students while they are doing in pairs/groups?	%	2 50%	2 50%	4 100 %	
8	Does the teacher make students guess meanings of new words while listening?	%	2 50%	2 50%	4 100 %	
9	Are the majority of the students engaged in the listening?	%	3 75%	1 25%	4 100 %	
10	Do the students express their answers?	%	4 100 %	0 0%	4 100 %	
11	Does the teacher encourage students to reflect their experiences/opinion related to the listening task?	%	2 50%	2 50%	4 100 %	
12	Does the teacher provide students with reasonable feedback/correction?	%	3 75%	1 25%	4 100 %	

According to the above Table 11, four sections of grade 12 among the total of 4 sections were randomly selected and observed. The observations were conducted using a guideline. As it is shown in the above table, the three phases of teaching listening were observed and recorded using the guideline as a checklist. The results of the observation in each phase were summarized in themes as follow.

4.3.1.1. Pre-Task Phase

As it was discussed in the review of literature section 2.12.1, this is the phase where teachers play their major roles in introducing the topic and help the students plan for the task they are going to do.

In the observed four sections in item 1 too, the three different teachers (75%) did introduce the topic, explain and help the students to plan for the listening task and 1(25%) the topic of the listening task is not familiar. And, in item 2 only three out of the four teachers (75%) made the students to brainstorm on the topics before planning and doing the task while one teacher (25%) directly defined, explained and made students plan after the task.

In item 3, 100% of the teachers give preliminary introduction about the topic. And in item 4 also 100 % of the students made to plan for the task they are going to do.

Coming to the major objective of the observation in item 5, in two of the sections the tasks made majority of the students interact in English. Besides, in these sections majority of the students were made to genuinely interact and they also looked interested in the whole activity. Whereas in the majority of the sections that were in the rest two of the sections, only a few students were observed interacting in English and interested while the majority of the students were observed chattering in Amharic and others were not involved at all.

By examining the above analysis, it can be understood that teachers play roles which are irrelevant for communicative classroom. They were actually expected to introduce the topic and explain, however, they were also expected to make students involve actively in the process. Students were required to brainstorm and discuss between and among each other. They were required to be made the major actors of the listening process. Therefore, in this pre-listening phase, students were observed in majority of the sections less interested in doing the tasks and less motivated in interacting with each other about the topics.

4.3.1.2. While Task Phase

This phase refers to the time of listening in classroom. While- listening, activities guide the students to collect or catch the necessary information for an overall listening comprehension, those activities ensure the active nature of the process in the fact that grasping every word when listening is not necessary, as well as involving the students to develop good listening habits, which consists in getting the information and immediately performing something with it. In item 7, 2(50%) of the teachers guided and helped their students while carrying out the listening tasks in pairs or groups. Opposite to this claim, the classroom observation showed that 2(50%) of the teachers were not doing this activity in 2 observations. In item 8, 2(50%) of the respondents made students guess meanings of new words while listening.

But, 2(50%) of the teachers didn't make students guess the meanings of the new words. In item 9,3 (75%) in three of the sections, majority of the students were engaged in the tasks. 1 (25%) of the respondents were not engaged in listening.

4.3.1.3. Post-Task Phase

As it was discussed in the review of the literature section 2.12.3, the feed -back to a listening activity in general is important. It is good for students to realize they have been doing something useful and interesting. For that reason, post listening activities refer to all activities which can be practiced after the second phase. Those listening activities are used as a springboard onto other language skills such as reading, speaking and writing. In the observed four sections in item 11, 2(50%) of the teachers claimed that they encouraged their students to reflect their experiences or opinions related to the topic. But it is not totally in harmony with what is observed in the classroom. 50% of them hardly did so in 2 observations. This implies that students were only made to concentrate on the exercises in the textbook rather than sharing what they know about the topic to their friends and teachers. Teachers reported that 3(75%) of them provided their students with reasonable feedback, whereas the classroom observation witnessed that 1(25%) of the respondent never did so. In fact, teachers were seen giving simple corrections. Teachers might not have understood what feedback is or they might have perceived it as giving simple corrections.

Generally, of the different post-listening activities observed, teachers were highly involved in letting their students respond to the exercises given.

From the analysis made above, it can be deduced that what teachers claim about their teaching listening practices contradicts what is practically observed in the classroom and the majority of the pre, while and post listening activities are poorly practiced or totally neglected. This might be because many of the teachers are not familiar with modern teaching methods, as 50% of them got their degree five years ago.

4.3.2 Analysis of the Students' Questionnaire

The other instrument employed in this evaluative research was the questionnaire. The purpose of employing this tool was to gather information, which was important for the goal of this study. A questionnaire is a research instrument consisting of printed or written questions and others, prompts for the purpose of gathering information (data) from respondents. They are limited by the fact that respondents must be able to read the questions and respond to them. In this study a close ended questionnaire was used to gather data from the sampled 65 respondents.

The entire respondent in this school are Grade 12 students. The researcher distributed the

questionnaire to the sampled 65 students and got all of them answered properly.

Table 12 Data gathered through questionnaire presents in the table below
1 - (Strongly Agree) 2 - (Agree) 3 - (Undecided) 4 - (Disagree) 5 - (strongly disagree)

No	Statements practice during the listening activities	Perc.	Scale					total
			1	2	3	4	5	
1	The listening tasks (activities) in your text book have clear instructions	%	5 7.5%	35 54%	7 11%	13 20%	5 7.5%	
2	The listening tasks (activities) in each unit are interesting and motivating to do.	%	3 4.5%	15 23%	9 14%	29 44.5%	9 14%	
3	The listening activities in the text book are clear enough for you to express your ideas without any difficulty about the situations given.	%	9 14%	18 27.5%	9 14%	24 37%	5 7.5%	
4	The listening activities are suitable for discussion and listening in pair or group.	%	16 24.5%	17 26%	11 17%	10 15.5%	11 17%	
5	The objectives of the listening activities in your text book are clear for the students.	%	15 23%	16 24.5%	13 20%	14 21.5%	7 11%	
6	The listening tasks in your text book consider the students background knowledge.	%	9 14%	13 20%	12 18.5%	15 23%	16 24.5%	
7	The listening tasks in the text	%	3	15	21	7	19	

	book raise high level of thought in considering the students background knowledge		4.5%	23%	32.3%	11%	29.2%
8	The listening tasks in the text book are Presented with clear and enough contexts (clues) or situations.	%	9 14%	29 44.5%	5 7.5%	15 23%	7 11%
9	The listening tasks are presented in relation to or integration with the other three skills (reading, speaking and writing)	%	17 26%	29 44.5%	9 14%	3 4.5%	7 11%

As it is shown in the above table in item one, the data that has been gathered from the respondents (students), reveals that the instructions of listening tasks in the textbook is so vivid, and do not let learners struggle for understanding. Of the sampled respondents in item 1, 5(7.5%), 35(54%), 7(11%), 13(20%) and 5(7.5%) have responded strongly agree, agree undecided, disagree, and strongly disagree respectively. Having this, it is possible to say that the above 70% of the learners are not suspected to be lost from the intended way, being misled by the quality of instruction of the task, during practice of listening. So, clarity in the instruction of listening task in the textbook is not a big problem, since it does not block understandings though it could not satisfy very few learners who are 11%.

Unlike the other skills, listening requires high level of thought as it challenges deep mental process. That is why students try to put themselves away from listening tasks. So, to ease this challenge, topics of listening tasks need to be highly attractive and appealing that can win the students interest, and drive them to work on. But the data that has been collected from the students on grade twelve (12) textbook's listening task does not reveal this. In item 2, 58.5% of the respondents, who are 44.5% and 14% responded, disagree and strongly disagree respectively, are not interested in the topics. Only 27.5% of the respondents are comfortable with it. The remaining 14% could say nothing. This means majority of the students are not enjoying the listening tasks, being deprived of the appetite of listening. So, the topics of the listening tasks in this textbook are not inviting.

Textbook is a main source for both teachers and students. Especially for students its importance could not be easily expressed for its being a source of information, and also a guide for practice just creating situations. If so, the activities are expected to be clear enough and easily understandable so that the students could work on by themselves. As the data given in the above table in item 3 tasks on listening are not much appreciable concerning clarity of situation, and encourage independent practice, as it satisfies 41.5% of the students". It is tough and challenging for 44.5% whereas 14% of the respondents are unable to decide. This indicates that the tasks are left with much work to be done to make the situation clear enough and satisfy the needs of those discouraged ones.

Group and pair works, and discussions are methods that are highly recommended to be used to prove active learning, and make the lesson more effective, involving the learners directly in activities and problem solving. Therefore, activities to be used must provide the students with such opportunities so that they would be actors in the process of learning, just sharing ideas and experiences with one another. Coming to the target task in item 4, 16(24.5%) respondents strongly agree and 17(26%) respondents agree. That means 33(50.5%) respondents have shown positive attitude towards the suitability of the task for discussion, pair and group work. Although the number is higher than those who are dissatisfied or disagreed with those who are 32.5%, while the rest 17% are neutral. This data let us feel the gap with the activity in which an improvement needs to be made in order to get it suitable to involve all the students.

Activities are suggested to be given to learners with a clear and meaningful purpose, as they need to be aware of the objective they work for. If they know it, they can add even more effort to bring the desired change. It motivates them rather than blindly pushing them forward for the sake of just what they wanted to do. The listening activities in the textbook are relatively appreciated in this area. The objectives are not obscure for most of the students. According to the data collected in item 5, 31(47.5%) of the students do not get confused of the objectives of the tasks. However, still there is a gap that could not treat the rest 14(21.5%) and 7(11%) of the respondents who responded disagree and strongly disagree respectively, whereas 13(20%) of them failed to pass their judgment.

Tasks particularly that require generating idea from the learners are advised to put the students' background knowledge. Because the prior knowledge they have assisted them as a stepping stone of digging further applying high level of thought. That is, what learning is just widening what is already acquired as an input? However, listening activities in this textbook have a big gap that needs to be

bridged to involve the students that are discouraged which are 15(23%)of the respondents who disagree and 16(24.5%) of the students who strongly disagree. It is a failure treating only 12(18.5%) of the students putting the rest aside while 9(14%) and 13(20%) of the respondents strongly agree and agree respectively. So, the tasks" design should be revisited carefully.

Learning is not only about knowing facts but also upraising level of thought and maturing problem-solving ability. Therefore, tasks are frequently used in school to promote high level of thinking in students. But designing a task is not enough to encourage high level of thought. It requires logical and careful design, based on background knowledge of the students. It needs to be a bit challenging, being what they know while they strive more to express their ideas on the given topics or dig up for a solution, they apply full energy and deep thinking which high level of thought is developed. However, grade 12 textbook's listening tasks seem designed to be the reverse, which encourage lower level of thought. The tasks require the students to complete tables, listening to sentences, giving short answers, etc. as it can be seen from table 12 above in item 7, 7(11%) and 19(29.5%) of the sampled students are not in favor of the way the tasks have been designed except 18(27.5%) of them. Although 21(32.5%) of them failed to put their decision. So, this data gap indicates that the tasks do not encourage high level of thought.

Clue is the most important technique to be used in teaching and learning process, particularly in doing tasks. The main contribution of its presence is keeping students on the track, paving the way they wanted to move on. If there are enough clues on the given situation, there would be very low opportunity to be lost. Moreover, success increases with self- confidence. According to item 8, concerning this area, the clues in this textbook listening activities satisfy 38 (58.5%) of the students, whereas 15(23%) of the respondents disagreed; 7(11%) of the respondents strongly disagreed and 5(7.5%) of the respondents failed to put their decision. So, a bit more than half of the students could be helped, it is not sounding to say that the clues given for the tasks are clear enough in showing directions to the students. Because those who do not have any clue it has to be more comfortable for independent practices.

Scholars suggest that language is well taught integrating the skills as they support one another, and that even one can dare to say they are inseparable. Thus, materials that are used for language teaching are supposed to treat the four skills at a time, listening task needs to promote reading, speaking and writing too. This is one of the strong sides of grade twelve (12) textbook's listening task. As data in the

table shows above in item 9, 46(70.5%) of the respondents have witnessed this strength while 10(15.5%) of the sampled students are against. The remaining 9(14%) have remained in the middle failing to decide either. In short, the tasks have positive side concerning integration of skills even if they need modification still in order to involve all students equally.

In conclusion, results from questionnaire analysis indicate that instructions in the textbook under the listening section are so vivid though most of the tasks do not seem to be enjoyable or motivating to do. Besides, though the situations given in the listening tasks are clear enough to half of the sampled students, much should be done to make them too much clear for all the learners. However, the tasks are not fair for group or pair work because it only satisfies 40.5 % of the students and need to be paid special attention to be improved. On the other hand, the goals (objectives) are explicitly stated so that the students would not be obscured in what to do and how and why. Regarding, background knowledge, only 34 % of the learners" background knowledge is considered and the rest of them not yet. Topics in the writing tasks are also limited to practicing simple facts sentences, completing a text, etc., rather than raising high level of thought and widening learners thinking and reasoning ability. In addition, clues in the tasks are not too much clear enough. However, they are highly integrated with the other skills.

CHAPTER FIVE
SUMMARY, CONCLUSIONSAND RECOMMENDATIONS
5.1. Summary

The main aim of this study was to evaluate the design of the listening tasks and their implementation with reference to the new Grade 12 English students' textbook. In order to achieve this objective, a descriptive research design was used. The approaches were qualitative and quantitative. The instruments used in this research were document analysis with a checklist; Nunan's (1989) framework, observation, and questionnaire. The researcher evaluated the design of the listening tasks and their implementation with reference to the new textbook in order to find out the extent to which they promote listening skills. Based on the data collected the result and the discussion made the following major findings were identified.

About the goals of the listening tasks, the following findings were found. In most of the listening tasks, 16 out of the total 22 tasks, the objectives are clearly stated to teachers and students. But there are 6 listening tasks that do not contain objectives. These objectives are clear because they are written in a simple language, but they are very general and they do not say how students should show their understanding of the lessons in an observable way. The objectives are not appropriate but promote both real-world and pedagogic rationale, there are 9 listening objectives that promote real-world rationale and 7 listening objectives that promote pedagogic rationale. In almost all listening tasks, there are questions which initiate students to apply classroom learning to the real world. The objectives of the listening tasks are based on current beliefs of language learning; there are different tasks given repeatedly, for language is a matter of practice.

Some of the major findings about input of the listening tasks were the following. Regarding the form of the input, the input data presented for the listening tasks in the new English for Ethiopia textbook includes both verbal and non-verbal materials on which students are based to do the different tasks. Among the 22 listening tasks presented in the book, only 6 of them contain non- verbal materials (pictures, photographs and a map) besides the verbal materials listening texts. In relation to authenticity, the researcher found that 10 of the listening tasks can be grouped as authentic materials whereas 12 of the listening tasks can be categorized as contrived materials. However regardless of the number of the contrived materials, they are appropriate to goals of the tasks.

There were also important findings in relation to activities of the listening tasks. The listening

activities are appropriate to the communicative goals of the tasks. Grade 12 English for Ethiopia textbook contains activity types that best stimulate interactive language use in real world or classroom situations. In this new textbook, activities like information gap, reasoning gap, opinion gap and two-way information gap games which promote communicative language approach are found together with other activities. The listening activities are also designed both to stimulate bottom-up and top-down processing skills. Many of the listening tasks presented in the book have information gaps or problems which bring about negotiation of meaning. Although in many of the tasks, only the listening texts (verbal materials) are presented as input; all the activities presented in the listening tasks are designed in accordance with these input data. In many of the listening tasks of the new English for Ethiopia textbook, there are activities which include questions suitable for discussion and interpersonal communication.

There are some weak sides regarding the listening activities. The first problem is that the varieties of the listening activities are not enough. Many redundant listening activities are observed. Identifying gist, main ideas, specific information and detailed information are among the repeatedly listed activities. There are many important listening activities like obeying instructions and arriving at an inference which are recommended in many academic books to increase variety but not incorporated in Grade 12 English textbook. The other problem with regard to the listening activities is that they do not include different active learning methods.

About roles of the listening tasks, the following findings were identified. The roles of learners and teachers are appropriate. Unlike in traditional language teaching, students" roles are many in the listening tasks of Grade 12 English for Ethiopia textbook. The roles of teachers are guiding, facilitating and instructing. The teacher's role is not acting as a sole provider of knowledge as in traditional language teaching. He/she doesn't take much of the class time; rather much of the class time is given to the students. There is no role by the name lecturing which is given to the teacher in the above table. In the listening classes of Grade 12 they are the students who are the main actors.

The findings in relation to setting are stated as follows. There are many listening activities in Grade 12 English for Ethiopia textbook which are individual work activities (51.76%). When we compare the number of activities in rank; pair work activities (27.05%), group work activities (15.29) and whole class activities (5.90%) are found in the listening tasks at second, third and fourth place respectively. All of the listening activities are confined to the classroom.

5.2. Conclusions

The main objective of this study was to examine the design of the listening tasks and their implementation with reference to grade 12 English for Ethiopia textbook based on components of communicative tasks. The instrument that was used in this research was document analysis checklist, observation and questionnaires. The researcher used Nunan (1989) with checklist, with consists of communicative tasks (goals, input, activities, teacher and learner role and setting).

As the findings of the study revealed, the listening tasks presented in the current grade 12 English for Ethiopia textbook are designed fulfilling most of the relevant criteria of the checklist**.**

Based on the findings identified, the following conclusions are made.

➢ Many listening tasks contain objectives which are clearly stated to teachers and students. But the objectives are very general and they do not say how students show their understanding of the lessons in an observable way. The objectives are not appropriate, but promote both real- world and pedagogic rationale. The objectives are designed based on current beliefs of language learning.

➢ The inputs of the listening tasks have verbal material and non-verbal material form, but only some of the tasks contain non-verbal material. The inputs are also both authentic and contrived; the number of contrived materials exceeds the authentic ones. The inputs are appropriate to the goals of the tasks.

➢ Most of the listening activities are appropriate to the communicative goals of the tasks. All the activities presented in the listening tasks are designed in accordance with the input data. The listening activities are also designed both to stimulate bottom-up and top-down processing skills. Many of the listening tasks presented in the book have information gaps or problems which bring about negotiation of meaning. Most of the activities are also designed in a way which will allow learners to communicate and cooperate in groups. Most of the listening activities promote real-world language, and are suitable for pair / group work. But there is a problem in that the variety of the listening activities is not enough. The other problem of the listening activities is that they do not include different active learning methods. Moreover, most of the activities (54.55%) do not include the three stages of language learning: pre-task, while- task and post-task. There are also some activities that do not state purpose.

➢ The roles of learners and teachers in the listening tasks of the book are appropriate. However, these roles are not clearly stated in the book. The roles of the teacher are guiding, facilitating and instructing. The teachers‟ role is not acting as a sole provider of knowledge. He/she does not take

much of the class time; rather much of the class time is given to the students.

➤ There are many listening activities in grade 12 English for Ethiopia textbook which are individual work activities (51.76%). When we compare the number of activities in rank; pair work activities (27.05%), group work activities (15.29%) and whole class activities (5.90%) are found in the listening tasks at second, third and fourth place respectively. All of the listening activities are confined to classroom.

➤ The three phases of listening are very important for accomplishing the listening tasks effectively. Most of the listening tasks in the textbook are designed incorporating theses phases. However, according to the results of the classroom observations, most teachers do not allow students to pass through these phases. Although most of the students were observed engaged in the while listening phases, they were not interested in doing the listening tasks. This is because; they do not have any kind of listening exam. Therefore, most of them do not consider listening as an important skill.

5.2. Recommendations

Based on the findings and the conclusions, the following recommendations are forwarded:

❖ Textbook writers should consider the five components of language tasks (goal, input, activity, role and setting) when they write textbooks.

❖ The goals of each listening task should be stated in the students" book. And the goals should be written considering the criteria of writing quality objectives.

❖ Many non- verbal and authentic materials should be incorporated in to the listening tasks because these materials increase students" motivation, and they help the students solve communication problems they face in the natural environment.

❖ More varieties of listening activities and different active learning methods have to be added in the listening tasks. Besides, all the activities have to include purpose and the three stages of language learning: pre-task, while-task and post-task.

❖ The roles of the learners and the teacher in the listening tasks should be clearly stated in the textbook and the teacher guide so that they will do the tasks effectively shouldering their responsibilities.

❖ More number of pair and group work activities exceeding individual activities should be included in the listening tasks, for these activities increase the communication ability of the students. In addition, all the activities should not be confined to the classroom; there have to be also activities that will take part in language laboratory because students should be familiar with native speakers English. It is most likely that Ethiopian students face difficulty when listening to native speakers because of lack of exposure to the native natural language.

❖ The listening activities should be designed in order to allow learners cooperate, and communicate particularly in both the pre and post listening phases.

❖ Teachers should follow the three phases of listening while implementing the tasks in the classroom.

❖ Furthermore, research should be done in the area of ELT text evaluation with regard to other skills (such as reading, writing and speaking).

REFERENCES

Abax. (2004). *Teaching Listening Better: Is Listening Taught as Well as it could be?* :
   http://www.abax.co.jp/listen/lindex.html.

Abebaw D. (2012).*An Evaluation of the Listening Tasks* Presented in Grade 12 Addis Ababa University
   Press.

Breen, M. (1987*). Learner contribution to Task Design.* Cambridge: Cambridge University Press.

Brosnan, D., Brown,K., & Hood, S., (1984). *Reading in Context*. Adelaid: National Curriculum Resource
   Center

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices.* Cambridge University
   Press.

Candlin, C. (1987).*Towards task-based Learning*. In Candlin and Murphy.

Caroll, J. (1983). *Psychometric Theory and Language Testing. In J. Oller (Ed.).*

Chamot, A. U. (2005). *Language Learning Strategy Instruction*: Current Issues and Research.

   Annual Review of Applied Linguistics, 25(4), 112-130.

Clarke, J. (1987). *Curriculum renewal in school foreign language learning*. Oxford: Oxford College
   Students. (Unpublished MA Thesis). Addis Ababa: Addis Ababa.

Cunnings worth, A. (1984). *Evaluating and Selecting EFL Teaching Material*:

Ellis,R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford English for Ethiopia
   Textbook (Unpolished MA Thesis).Addis Ababa University.

Estaires, S. & Zanon, J.,(1994). *Planning Class work*: A task-based Approach. Oxford: Macmillan.

Feuerstein, R.S. Klein and J. (1991). Mediated Learning Experience: Theoretical, Psychological and
   Learning Implications, London: Freud.

Gebiaw Shimels. (2011). *An Evaluation of the Design and Implementation of Reading Exercises of Grade
   Nine English textbook*.(Unpublished MA Thesis).Addis Ababa: Addis Ababa University.

Gellet, F. (1981). *Developing reading Skills*. Cambridge: Cambridge University Press Grade Nine in Focus
   (Unpublished MA): Addis Ababa: Addis Ababa University.

Given, M. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. Volume 1 & A SAGE Reference
   Publication.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom.* Oxford. CUP.

Hutchinson, T. & Torres, E. (1994). *The Textbook as Agent of Change. ELT J*ournal, 48: 4.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. (2nded) New Delhi:

Krashen, (2008). *Language Education***:** Past, Present, and Future. RELC Journal, 178-187

Little wood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.

Marrian, S.B. (1998*). Qualitative research and case study application in education*. San Francisco, CA: jossey-
   Bass.

Mekasha Kassaye (2005). *An Exploration of the Task Design Procedures of EFL Teachers*

Meseret Araya (2013). *An Analysis of the Speaking Tasks of English for Ethiopia Textbook*:

Nadig, L. (2006). *Tips of Effective Listening*. http://www.drading.com/selecting.htm Oxford: Oxford
   University Press

Nunan, D. (1989). *Designing Tasks for Communicative Classroom*. Cambridge: Cambridge Oxford
   University.

Nunan, D. (1991). *Language Teaching Methodology*: A Textbook for Teachers. London:

Nunan, D. (1998). *Approaches to teaching listening in language classroom*. In Proceedings of the1997 Korea
   TESOL Conference. Taejon, Korea: KOTESOL.

Nunan, D. (2004). *Task Based Language Teaching. Cambridge*: Cambridge University press.

Prabhu, N.S (1987). *Second Langue Pedagogy*. Oxford: Oxford University Press.

   Prentice Hall.

Purdy, M. W. (1997). *What's Listening*? Retrieved October 8, 2021, from Academia Edu:
   https://www.academia.edu/603612/What is listening.

Rees, G. (2008). *Pre-Listening Activities*. Retrieved on October 8, 2001.

Richards, J. and Rodgers, T. (2001*). Approaches and Methods in Language Teaching:* 74

   Description and Analysis. Cambridge: Cambridge University.

Richards, J. C., J. Platt, and H. Weber (1985). *Longman Dictionary of Applied Linguistics*. Harlow:
   Longman.

Rixon,S. (1986). *Developing Listening Skills*: London: Macmillan Publishers

Rost, M. (1990). *Listening in Language Learning*. London: Long man.

Rost, M. (1994*). Introducing Listening*. London: Penguin English.

Rost, M. (2002*). Teaching and Researching Listening*. London: Longman *Proceedings of the1997 Korea TESOL Conference. Taejon, Korea: KOTESOL.*

Sheerin,S. (1987). *Listening Comprehension: Teaching or Testing*: ELT Journal, 41(2):126- 132

SiemeKebede. (1989*). An Investigation of the Listening Abilities of Bahir Dar College Students.* (Unpublished MA Thesis), Addis Ababa: Addis Ababa.

Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford University.

Tait, S. (2001). *Ingredients for Successful Communicative Tasks*. TEFL.

Tariku Mersiehazen (2013). *An Evaluation of the Writing Tasks and their Implementation*:

Tesfaye Bezabh (2009). *An Evaluation of Speaking Activities in Students' Spoken Module:* The Case of Grade 11 English. (Unpublished MA) Addis Ababa: Addis Ababa University Press.

The National Capital Language Resource Center. (2004). *Teaching Listening*: Developing Listening Activities.

Underwood, M. (1989). *Teaching Listening*. London: Longman.

Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University

Vygotsky, L. (1986). *Thought and Language*. Cambridge. MIT Press

Willis, J. (1996). *A Framework for Task-based Learning*. London: Longman

APPENDIX A

A checklist for evaluating communicative tasks

1. Goals

➢ To what extent is the task goal or goals of the task obvious to students and teachers?

➢ To what extent does the task reflect a real world or pedagogic rational? Is it appropriate?

➢ Does the task encourage learners to apply classroom learning to the real world?

➢ Is the task likely to be interesting and motivating to the students?

2. Input

➢ What form does the input take?

➢ Is it authentic?

➢ If not, is it appropriate to the goal of the task?

3. Activities

➢ Are the activities appropriate to the communicative goals of the task?

➢ If not can they be modified to make them more appropriate?

➢ Is there an information gap or problem which might prompt a negotiation of meaning?

➢ Are the activities appropriate to the input data?

➢ Are the activities designed in a way which will allow learners to communicate and cooperate in groups?

4. Roles and settings

➢ What learner and teacher roles are inherent in the task?

➢ Are they appropriate?

➢ What levels of complexity are there in the classroom organization implicit in the task?

➢ Is the setting confined to the classroom?

Adapted from David Nunan (1989)

APPENDIX B

Checklist for evaluating Nature of Listening Activities

➢ Do the activities promote meaningfulness?

➢ Do the activities promote real-worldliness?

➢ Do the activities promote purposefulness?

➢ Do the activities promote suitability of tasks for pair/group works?

➢ Do the activities contain stages of tasks (pre-task, while-task and post-task)?

APPENDIX C

Listening Tasks for the current Grade 12 English for Ethiopia Textbook

APPENDIX D

Classroom Observation Guideline

Section_____Teacher_____ Lesson_____Date _____Time _____

Phase	Guideline	Yes	No	Comments
Pre- task phase	1. Is the topic for the listening task familiar to the students?			
	2. Are the students made to brainstorm on the topic of the day and before doing the listening task?			
	3. Does the teacher give preliminary introduction about the topic?			
	4. Are the students made to plan for the task they are going to do?			
	5. Does the activity prompt genuine interaction among the majority of the students?			
	6. Do the majority of the students look interested while doing the tasks?			
While- task phase	7. Does the teacher guide and help students while they are doing in pairs/groups?			
	8. Does the teacher make students guess meanings of new words while listening?			
	9. Are the majority of the students engaged in the listening?			

	10. Do the students express their answers?			
Post- task phase	11. Does the teacher encourage students to reflect their experiences/opinion related to the listening task?			
	12. Does the teacher provide students with reasonable feedback/correction?			

APPENDIX E

BAHIR DAR UNIVERSITY FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATUR

Section I: Questionnaire for the students

Dear students,

This questionnaire is designed to obtain data for the research called "An evaluation of the Listening Tasks and their Implementation". The researcher is interested only in investigating your listening practices and your reaction towards the listening tasks that you have done so far in your textbook. Your ideas are highly valued and your cooperation genuinely appreciated.

The data thus collected only serves to this particular research and will remain confidential. Please feel free to share your opinions and report frankly your real attitude when filling the following items.

Thank you for your cooperation

Section II: Students' practice and their reaction towards the listening tasks

Please read each statement and decide whether you agree or disagree with the statement by putting a tick (√) mark in column of that matches your position most, according to the following five responses. 1 - Strongly agree 2 - Agree 3-Undecided 4-Disagree 5- Strongly Disagree

No	Statements Practice during the Listening Activities	Scale				
		1	2	3	4	
1	The listening tasks (activities) in your text book have clear instructions					
2	The listening tasks (activities) in each unit are interesting and motivating to do.					
3	The listening activities in the text book are clear enough for you to express your ideas without any difficulty about the situations given					
4	The listening activities are suitable for discussion and listening in pair or group.					
5	The objectives of the listening activities in your text book are clear for the students.					
6	The listening tasks in your text book consider the students background knowledge.					
7	The listening tasks in the text book raise high level of thought in considering the students background knowledge					
8	The listening tasks in the text book are Presented with clear and enough contexts (clues) or situations.					
9	The listening tasks are presented in relation to or integration with the other three skills (reading, speaking and writing)					

Thank you very much!!