

ANALYSIS OF WRITING TASK IN GRADE ELEVEN ENGLISH TEXT BOOK

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master Education in English

Submitted By
Sharmila Moktan

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Tribhuvan University
Faculty of Education
Nepal.

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DECLARATION

I would like to declare this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:

.....

Sharmila Moktan



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विश्वविद्यालय अनुदान आयोगबाट गुणस्तर प्रत्यायनकृत (वि.सं.२०७५)

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ABSTRACT

This thesis entitled **Analysis of Writing Task in Grade Eleven English Text Book** is an attempt to identify and analyze the writing tasks included in the English textbook for grade eleven and to explore how far the writing tasks are designed based on Nunan's (2004) taxonomy of task types. In the process of this study, I collected data from primary sources that is the English Textbook of Grade Eleven through observational check-list. The obtained data were tabulated and analyzed using a simple statistical tool. It was found that free writing covered 48.83 percentage-controlled writing tasks covered 30.23 percentage and guided writing tasks covered 20.93 percentage in the text book. It was found that there were 43 writing tasks included in text book. It was found that 93.03 percentage writing tasks or tasks were designed according to Nunan (2004) taxonomy of task where cognitive task covered 20.40 percentage interpersonal task covered 14.28 percentage co-operative task covered 8.16 percentage linguistic tasks covered 34.69 percentage affective task covered 18.36 percentage and creative task covered 8.18 percentage and remaining writing tasks were designed focusing local environment keeping the historical and cultural importance. English textbook of grade eleven focuses various writing tasks like writing short biography, writing a diary, essay, narrating events, email communicate, paragraph writing, writing critical writing, news story, book/film review, writing travelogue, interpreting para-orthographic texts and so on. To meet these objectives writing tasks were graded into various types of controlled tasks like; combining, reproduction review, guided tasks like; parallel writing developing text through skeleton etc., free writing tasks like; explanatory, narrative etc., others being cognitive tasks, interpersonal tasks, linguistic tasks, affective tasks etc.

This thesis consists of five chapters. The first chapter deals with the introduction the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of study, delimitation of the study and operational definition of the key terms. Similarly, second chapter contains of review of theoretical as well as empirical literature and implications for the study. Moreover, it includes the conceptual framework. Likewise, the third chapter incorporates with the methods and procedures of the study, which covers design and method of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedures, data analysis procedures.

In the same way, the fourth chapter includes the analysis and interpretation of the data. Furthermore, the fifth chapter incorporates the findings and conclusions of the study followed by some recommendations based on the study. Finally, the references and the appendices, which are necessary to the validation of the research have also been presented.

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CHAPTER ONE

INTRODUCTION

This is a study entitled **Teaching Writing Tasks of Grade Eleven English Text Book**. This chapter consists of the background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Language teaching means focusing to the main skills and sub-skills. All the languages of the world have mainly four language skills viz. listening and speaking as a primary language skill and speaking and writing as a secondary language skill. Teaching language means not only focusing to the language skills it also involves dealing with aspects of the language such as grammar, spelling, function and vocabularies and so on. According to Richards and Lockhart (2010, p.36) "Teaching is a very personal activity, and it is not surprising that individual teacher brings to teaching very different beliefs and assumptions about what constitutes effective teaching." From this statement its clear that teaching language skills a complex classroom activity whereby, students are able to develop knowledge personally.

Nurhadi (2018) states that "the purpose of teaching English to master four language skills, namely: listening, speaking, reading, and writing". From this discussion we can also say that we use these language skills to exchange information, establish interpersonal relation and enjoy with various songs, stories and so on. In this regard, writing is one of the four language skills and it is considered more difficult skills to the students because it is converting sounds into meaningful symbols with intended meaning. Students who have not English as a mother tongue feel very difficult to write second language because of the lack of regular use and confidence too. As we borrow some words from Nurhadi (2018) students feel difficult to write in the target language because of various factors like vocabulary, language structure, grammar, style and so on.

In the context of developing countries, the textbook is taken as a usual teaching material. The textbook is liked by all the target groups of teachers and

students for their teaching and learning activities. Richard & Rodgers (2009, p. 251) states “Textbook provides structures and a syllabus for a program, helps standardized instruction, maintains quality, provides a variety of learning resources, is efficient, can provide effective language models and input, can train teachers, and it is visually appealing”. From this statement we found that the textbook is one of the tools that provides structure and syllabus for a particular program. From the text book both students and teachers can be efficient, language becomes standardized, maintains the quality of language teaching and helps for intensive input too. Developing countries like ours takes textbook as one of the main sources of teaching and learning activities. Textbook is very important for language classes and without the textbook teaching and learning activities could not be organized in a well-managed way.

Textbook has a great role in teaching and learning process, it is like a guide for teacher in teaching and it can be a reference for student in studying. English textbook is considered to be the course of study, the guide on methods of instruction and the source of language. In teaching learning process, textbook is a common instructional material. It becomes a favorite instructional material because it has several benefits. Richard (200:251) says that “Textbook provides structures and a syllabus for a program, helps standardized instruction, maintains quality, provides a variety of learning resources, is efficient, can provide effective language models and input, can train teachers, and it is visually appealing”. The function of textbook in teaching is very important in curriculum system; without textbook, teaching learning process is not organized well.

Richards (1985, p.313) claims “Writing represents sound, symbol, syllabus, structure and grammar of the particular language”. From his saying we can say that all the languages used by the people around this globe have established graphic symbols from where we find perfect symbols of spoken. Likewise, Bryan (1993 p.1) states “While involving in the writing we have to arranged spoken symbols to make sensible sentence for that we arranged words to from sentence that makes meaningful communication”. From this idea, it can be said that writing is discourse between people with fixed and carefully organized form of interaction.

Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own right. Writing is a very complex

process requiring many composite skills via mental, psychological, theoretical and critical aspects.

We often experienced that, some textbooks are liked by many students and some not as that much. That could be happened because of the presentation of the text, grammar structure, vocabulary, pictures, binding and so on. Actually, writer must be thankful while following curriculum to develop the text book. They must include various types of writing tasks in the textbook, like guided, controlled, free writing and so on. However, these tasks must increase interest of the learners to involve in the writing activities. Writing tasks must follow the pattern of known to unknown or simple to complex one after another. That creates curiosity among the students and they may remain long time in the writing activities. That actually develop mastery over the language development. However, in the context of Nepal we could not find various types of exercises according the level and age of the learners. So, I am interested to know whether the text book of grade eleven has these all qualities within its writing exercises or not.

Statement of the Problem

In this present world, human had worked in the various fields and brought various language related approaches and methods to bring quality change in the language teaching process. Some of the frequently used and practiced language approaches are grammar translation methods, TBLT approach, participatory, communicative approach and finally post-modern approach are followed.

Students and teachers get advantages in the classroom when they are provided authentic textbook by the government based on the existing curriculum. Providing textbook in time brings quality change among the learners as a language skill. In this regard, UR. (2009, p. 134 claims that coursebook/textbook which was taken one of the important factors for the language classes especially to the students whose mother tongue is other than English. That is why designing writing and speaking tasks in the textbook is not easy tasks. They should be arranged appropriately to develop language skills. Moreover, analysis tasks included in the textbook needs very careful attention because they are to be identified and classified according to their nature. As I have made informal discussion with the English teachers, who are regularly using textbook in their language class, they have been expressing their dissatisfaction about the writing tasks and their nature too. They

stated that there no any equal balance of writing exercise/tasks in each lesson. They expressed their dissatisfaction about some challenges too.

As I have made informal discussion with the English teachers, who are regularly using textbook in their language class, they have been expressing their dissatisfaction about the writing tasks and their nature too. They stated that there is no any equal balance of writing exercise/tasks in each lesson. It shows their dissatisfaction about some challenges too. They said that some tasks are really challenges for some students. They said that students could not solve some exercise that the instruction as given additionally by the teachers too. Then, I raised the quarries myself; is really the textbook has not included the equal number of writing tasks? Do the writing tasks design base on modern approaches like TBLT? Do the writing tasks follow the Nunan task types as claimed by Nunan (2004)? In order to address these questions, I thought it was better to carry out a research based on the existing reality of the writing exercises of class eleven.

Objectives of the Study

I had followed following research objectives:

- To analyze and identify the writing tasks from the English textbook of class eleven.
- To find out to what extent the writing exercises/tasks are designed through Nunan (2004) taxonomy.

Research Questions

This study includes the following research questions.

- What types of writing exercise/tasks are designed in the English text-book of class eleven?
- To what extent writing exercises/tasks are designed from the task types of Nunan(2004) taxonomy.

Significance of the Study

Every research creates wider information regarding to the various fields of education, science, commerce, technology and so on. Moreover, researches

conducted and presented to the various university also creates an opportunity to know about the changing and emerging issues of the world education too. This study was chosen to analyzed writing tasks included in the English textbook of grade twelve. The result will really helpful for the various level of concern people. Some of the significances are as below:

- At first, it would provide information on the analysis of the writing exercises in the new grade twelfth English textbook that is why language teachers who are currently teaching in the grade 11 and twelve will be wider ideas how to present these writing tasks in the classroom
- Secondly, students also will know the focused areas of writing tasks by the textbook and involve actively in the classroom activities like pair, group and individually.
- Thirdly, curriculum designers, writers and designers will also get various ideas to make a well managed textbook.

Delimitation of the Study

Its not possible to include a large area in this small research due to the limited time and resources. That is why, the present study was confined to the following areas:

- a. This research was limited to the writing exercises included in the class eleven English textbook only.
 - b. This study was limited to the Nunan (2004) tasks type taxonomy.
 - c. Similarly, this research work was carried out based on secondary sources i.e. text book of grade eleven only.
 - d. Likewise, some tools such as observational check list, close examination of the textbook and questionnaires for the language teachers only.
- b. This study was limited to the English textbook of class 11 only.

Operational Definition of the Related/Key Term

Some typical terms were used in the very specific areas. Some terms used in this research works are mentioned as below only for their clarity:

English Textbook: Here, I have used the term "English textbook" refers to a published book by Government of Nepal, Ministry of Education, CDC for grade eleven, whose explicit aim is to assist learners of

English in improving their linguistic knowledge and communicative ability.

Writing Tasks/Exercises: Here the researcher used this term to refer to writing exercises designed by the writers based on the curriculum and mentioned in the textbook of class eleven.

Tasks: Here, tasks refer to the activities included in the English text-book of grade eleven in the various forms i.e. listening, speaking, reading and writing which are to be completed by the students studying at grade eleven.

Taxonomy of Tasks: Here, taxonomy of tasks refers to the activities designed and included in the text book according to the modern approach based on Nunan (2004) task type.

TBLT : Modern approach in the field of language teaching. It stands for task-based language teaching.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of my thesis deals with the related theoretical reviews and empirical reviews on the basis of the ideas and knowledge of the various research work related to my topic. This chapter consist with main three sub heading i.e. review of related theories of my thesis, empirical review, implication and conceptual framework to achieve the organized objectives

Review of Theoretical Literature

This part is about the various issues related to the subject matter of the main ideas i.e. writing skills and tasks. It deals with writing as language skills. Here, I have gathered information as theoretical insights on the language teaching and learning by the teachers and students within specific course objectives. Mainly, under this section we can see ideas and theories related to Task Based Approach, types of writing tasks, introduction of the text book, role of text book to develop language skills, objectives of teaching writing to the grade twelve students in this section.

Teaching Writing Skills

The major purpose of teaching language is to develop the four language skills viz: listening, speaking, reading and writing. Of these, learners are to be exposed to target language accuracy and competency, at first. they must listen that target language through authentic speakers to develop their basic phonetic features. And gradually learners can develop other language skills reading and writing. Listening and speaking are taken as primary language skills and reading and writing are taken as secondary language skills. That is to say that writing is the most important language skill among the other language skills in the process of learning new/target language. Writing skill is also taken as productive language skills because learners need to convert their spoken symbols to written graphic symbols. Regarding to the importance of teaching writing skill Bacon (1987, p. 94) says, "Writing attracts special importance because reading makes a full man, conference a ready man and writing an exact man". From this quotation, it can be claimed that writing is the permanent and powerful medium of communication.

In the same way, Lado (1964, p. 23) mentions “Writing is to put down the graphic symbols that represent a language one understands, so that others can read these graphic symbols if they know the language and the graphic representation. Picture may convey meaning, but they do not represent language units”. In addition, Harmer (2007, p. 54) states that “Writing is an activity through which human beings communicate with one other and transmit their accumulated culture from one generation to another”. Thus, writing as an act of transmitting thoughts, feelings and ideas from up here in head to down there on paper since it is a thinking process. It is a very complex process that requires many sub-skills, high degree of organization in the development of ideas and information and high degree of accuracy.

Writing, as one of the language skills, has some sub-skills. As per Munby (1979, as cited in Sharma and Phyak, 2003 p.473) "Use of correct spelling, legible alphabets, punctuation marks, punctuation marks etc. are important sub-skills". Likewise, they also emphasize about the clear information, expression are some other inevitable sub-skills. Moreover, expressing ideas indirectly with the use of symbolic language is another one. Similarly, according to them, correct use of clauses, modal verbs, etc. are also other important sub-skills of writing skill. Correct use of cohesion and coherence techniques have also been taken as writing sub-skills. Finally, as per above explanation related to the writing sub-skills, avoidance of useless ideas to make the writing appropriate is also under the realm of the sub-skills. Therefore, mastery over writing includes different levels. Types of writing sub-skills as well.

There are units of a particular language, that is why graphic symbols are to be formed in a system of representation because they could not form writing through only graphic representation without following standard form of grammar. Language learners must follow its natural pattern to convey the comprehensive message to the reader. It has been seen in terms of various skills. According to Munby, (1979, as cited in Sharma and Phyak, 2006, p. 473) the sub skills of writing are;

- a. Manipulation the script of a language. Hence, manipulation the script of a language included forming the shape of letter, using the spelling system and using punctuation.
- b. Expressing information explicitly.
- c. Expressing information implicitly through inference and figurative language.
- d. Expressing the communicative value of sentences and structures.

- e. Expressing relations within a sentence using elements of sentence structure and modal auxiliaries.

Thus, writing proficiency requires a chain of simple to complex procedure of various sub skills of writing.

Types of Writing Tasks

Writing is the final product of separate acts that are hugely challenging to learn simultaneously. Students need to be personally involved in writing tasks in order to make the learning experience of the last value. I have found some widely exercised and presented writing types by River 1978 (as cited in Phyak and Sharma, 2006, pp. 480-508), they are presented below:

Controlled Writing Tasks: Phyak and Sharma, (2006, p 480) "The controlled writing activities are basically grounded on the 'product approach 'of writing, in which students are encouraged to produce and reproduce the words, sentences or paragraphs by imitating or copying from the model given to them." These are controlled in nature; where students have no freedom to express their creativity. Some of the frequently practiced controlled writing tasks are completion, reproduction, substitution, etc.

Guided Writing: Guided writing stands as a bridge between controlled and free writing. Phyak and Sharma, (2006, p 481) "Indeed, it is semi controlled writing activity. It includes any writing for which students are given assistance such as a model to follow a plan or outline to expand from a partly-written version with indication of how to complete it". Guided writing leads students towards the final product. In guided writing students have some freedom to present and express their ideas. Different forms of guided writing are being practice in the language classroom such as developing text from skeleton, parallel writing, paraphrasing, etc.

Free Writing Tasks/Exercises: In the language classroom, language teacher tries to develop learners free writing skills. So, developing learners free writing skills is taken as the major goal of teaching writing. According to Byran (1993, p. 86) "Free writing activities are influenced by various factors like process or product, creative writing and so on". In free writing students have no any restriction to use vocabulary and sentence structures as they like on the given instruction. However,

creative thinking and planning plays crucial role to developing free writing skill. In addition, highly autonomous and motivation are the key factors in free writing. White (1991 as cited in Phyak and Sharma 2006) claims that nevertheless, the ability to write freely and independently, written communication seems poor. The major ways of presenting free writings are: Explanation, Description, Narration.

Task Based Language Teaching (TBLT) Approach for Teaching Writing

Since the language teaching has become a profession, ELT experts try to developing the various methods and approaches in language teaching. Teaching writing is to promote language learners writing skills. Language teachers can use either communicative approach or task-based approach to familiar learners on various tasks/activities. Finally, these tasks can promote learners writing competency. Regarding this (Ebadi,2016, p. 1) states “Under the influence of Communicative Language Teaching (CLT), most global materials try to involve learners in the process of learning by introducing several types of tasks and activities whose aim is to promote learners’ interaction in L2”. Task based language teaching is widely famous and mostly discussed approach in the field of language pedagogy and second language acquisition since 1980s. The concept of TBLT was first introduced by Prabhu, in his well-known Bangalore project in southern India. He introduces the notion of "procedural syllabus" to define the processes in which learner are engaged through different tasks.

Task-Based Language Teaching (TBLT) makes the performance of meaningful tasks central to the learning process. Richards and Rodgers (2010, p. 223) define TBLT as, "an approach based on the use of tasks as the core unit of planning and instructing in language pedagogy". From his definition, it can be said TBLT is an approach which provides freedom and autonomy into the learning process. Supporting this concept, Richards and Roger (2010, pp. 223-224) view that language learning is believed to depend on immersing students not merely in "Comprehensible input" but in tasks that require them to negotiate meaning and encourage in naturalistic and meaningful communication. Language tasks help learner not only input the language but also insight the language in meaningful context.

Defining Exercise/Tasks

Task or exercises are vital aspect of the Task Based Language Teaching Approach. In this Crookes (1986) claims that "a task is a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course or at work." From this statement it can be said that, something that has some particularism and that is related to learning is a task.

Similarly, regarding to the tasks number of definitions have been forwarded by the various scholars. Nunan (1996) defines task as "a piece of classroom work involving learners in understanding, directing, producing, or interacting in the target language while their attention is on the meaning rather than the form." Likewise, Nunan (2004, p. 5) according to him, "target tasks refer to language use in the world beyond the classroom. Pedagogical tasks, on the other hand, refer to language use that occurs in the classroom." From Nuna's words it's clear that, a work piece that engages the students in doing something for getting some achievement in the second or foreign language is a task. While carrying out the activities, the meaning is focused instead of form as per him. On the other hand (Breen 1987, as cited by Nunan, 2004, p. 3) states "Any structured language learning endeavor which has a particular objective, appropriate contain, a specified working procedure, and a range of outcomes for those who undertake the task." Task therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning - from the simple and brief exercise type to more complex and lengthy activities such as group problem solving or stimulations and decision making.

Thus, tasks are the staple elements in the language learning process without them, the learners cannot get the input to learn the language vividly. Therefore, they are great important

Types/Classification of Tasks

In the field of language teaching and learning pedagogy TBLT is taken as an important component. Tasks creates inducive role to develop meta-linguistic and socio-cultural competence or awareness among the language learners. Nunan (2004, p.34) states that "TBLT is an approach which highlights learning to communicate through interaction by introducing authentic texts to learning situation, enhancing the learner's own personal experiences, and linking classroom learning with language activation outside the classroom". From this statement it's clear that, TBLT

approach is guided by authentic text to practice, develop students' personal experiences and connect learning of classroom to the outside world. Regarding to the classification of tasks, Ellis (2003, p. 142) has mentioned the following tasks type while designing the target language materials.

Unfocused and Focused Tasks

According Ellis (2003, p. 142) "A focused task has the focus on the specific structural or grammatical features of the target language. On the other hand, the unfocused task has the focus on meaning and outcomes, not necessarily on the specific form of grammatical structure." The main aim of unfocussed tasks is to involve the learners in works and interactions where they may negotiate meaning, accomplish their plan, process and acquire the linguistic feature.

Real World and Pedagogical Tasks

According Ellis (2003, p. 142) "Real world tasks are those language tasks, which are designed to practice the activities seen in the real-world context. They are more authentic and less concerned with the specific features of the L2. "Using the telephone" can be the example of a real-world task." On the other hand, Pedagogical tasks are designed to develop target language feature in the learner. These tasks are psycholinguistic basis in SLA theory and research. Information gap activity is an example of pedagogical task.

Open and Closed Tasks

Open tasks are those tasks where the participants know there is no predetermined solution. According Ellis (2003, p. 143) "Opinion gaps, debates, interactions, ranking activities are falls under open tasks. On the other hand, closed tasks are those tasks that required students to reach a single, correct solution or one of a small finite set of solution. Information gap activities are taken as the example of closed task".

Cognitive Tasks: According Ellis (2003, p. 143) "Cognitive tasks are categorized under three: information gap, reasoning gap and opinion-gap. Information -gap tasks involve a transfer of given information from one person to another, generally calling for the encoding or decoding of information into language". Similarly, reasoning tasks involve deriving some new information from the given information through processes of inference, deduction and practical reasoning. Likewise, opinion- gap tasks involve

identifying and articulating a personal preference, feeling or attitude in response to a given situation.

Similarly, Richards (2001, as cited in Nunan, 2004, p. 58) proposed the pedagogical tasks as Jigsaw tasks, Information- gap tasks, Problem -solving tasks, Decision making tasks, Opinion exchange tasks.

In the same way, Willis (1996, as cited in Richards and Rodgers 2010, p.234) proposed types of tasks as: Listing, Ordering and Sorting, Comparing, Problem solving, Sharing experiences, Creative tasks.

Furthermore, Nunan (2004, p. 59) mentioned various classification of tasks to various groups too. It's also called taxonomy of task type from the pedagogical perspective. He puts five different groups and each group consisting sub-other groups. They are as:

Interpersonal Tasks: According to Nunan (2004, p. 60), "Interpersonal task concerns the ways in which learners interact with other learners and people." This type of tasks made up of with two other sub-types being role-playing and co-operation.

Linguistic Tasks: Language related task is kept under the linguistic tasks. This includes conversational issues, practice of language, use words according to the environment, summarize the given information, selective reading, careful listening and so on.

Affective Tasks: According to Nuna (2004, p.60) classifies this task as "personalizing, self-evaluating, and reflecting"

Creative Tasks: By creative tasks, Nunan (2004) mentions "brainstorming task, which encourages learners to think of as many new words and ideas as they can. "

As we found above discussed types of tasks and their nature prescribed and assert by various scholars, I have analyzed the writing tasks included in the textbook of grade twelve on the basis of Nunan (2004) taxonomy of task type.

TBLT Role in Teaching Writing Skills

Teaching and learning should go side by side by supporting and creating better opportunity to use and reuse target language inside the classroom and outside the classroom. Students are to be provided chance to explore the beauty of target language to arise their curiosity and attention of the various aspect of language. Basically, getting mastery over the target language means being able to express

various thoughts and ideas in the written form. For that purpose, TBLT activities creates conducive environment for the language learning by offering authentic exposure.

Taylor (1983, p. 13) says "Task-based activities give students the opportunity to interact with target language directly and use it accurately". By taking his words, it can be seen, writing activities serve invaluable tools in the field of language teaching and learning activities. Finally, tasks-based activities help to develop students' writing skills. Teachers should pay attention while implementing writing tasks included in the textbook while carrying out by the language learners.

Ellis (2003, p. 37) says "task-based activities help learners to solve language related problems in real situation focusing on the target language. Learners develop their competence in genuine situation that the teaching- learning processes and the language tasks meet the authentic and real-life situation". Thus, TBLT approach offer opportunity to practice various text and non-text writing exercises inside the classroom, that centralize the meaning over from. While designing tasks various types of tasks should be designed and presented to the various groups inside the same classroom such as information gap, reasoning, solving problems, opinion expression and so on. Such type of tasks motivates language learners and help for better output too. That is why, teachers should expose tasks by creating pair, group and individual categories to successful implementation of TBLT approach.

Textbooks' Role in Language Class

This is the age of science and technology. Various ideas generating apps and AI tools are being in use in the international education system. However, like ours as being backward country textbook is taken only one authentic source of information. Teachers and students mostly depend on the textbook published by the CDC. Regarding this scenario, textbook is potential source in the language learning. Textbook is the medium that shows the road map to move on. The principal advantages of textbook in EFL/ESL classroom as given by Richards (2001) and Ur (2009) are:

- Provide structure and syllabus
- Help standardize learning process,
- Generate variety learning materials.
- Provides readymade text and exercises.

From the above points it can be understood that textbook in language learning is taken as crucial materials, in which both teacher and learner involves communicate each other.

Relationship between textbook, teachers and students in educational system is really important. However, Ur (2009, p. 174) has added as "Every learner has their own needs; no single course book can possibly supply these satisfactorily." However, from his statement it's clear that text book must try to satisfy and meet the needs and demands the target students' groups.

Review of Empirical Literature

Every research work requires depth knowledge regarding previous studies and established theories of related field. That is called background information, which helps and directs clear road map to get target over our designed objectives achieve and findings will be accurate and authentic. Various research works were carried and have been carrying out analysis language skills and language aspect, function from the English textbook of various levels through TBLT approach and its implication too. Some empirical literature reviews are as below;

Yadav (2016) carried out a survey study entitled "English Teachers Perception Towards the use of Tasks given at Lower Secondary Level Textbooks". The objectives of his study were to explore the teachers' perceptions towards the use of tasks given at lower- secondary level textbooks and compare the teachers' perceptions in governmental aided and private schools. The populations of his study were fifty teachers of both public and private lower secondary teachers of Banke district. As the sample study, 20 from public and 20 private schools' teachers were chosen using purposive non-random sampling procedure. He used questionnaire for the data collection. Data were analyzed using simple statistical tools. The major findings of his study were majority of the participants i.e. 60 percentage strongly agreed to task based language teaching is very useful in the Nepalese context. Similarly, 55 percentage teachers agreed from government school and 40 percentage teachers from private schools agreed that, teachers' role in presenting the tasks in the classroom is very weak.

Further, Basnet (2016) conducted research on "An Analysis of New Textbook for Grade Eight" aiming to analyze textbooks strength and weakness from the teacher's side. He used students from both community schools and institutional

schools. Thirty-six teachers were selected as a sample population from eight class. He followed non-random sampling procedures too. Tools for data collection, checklist and questionnaires were used. His research work showed both the positive and negative aspects of the book. As the positive aspects the book included necessary amount of teaching learning items. As per the researcher the course book included less amount of student's center items.

Similarly, Upadhyay (2017) carried out a survey research entitled "An Analysis of Language Function Used in English Textbook for Grade Nine". The main objective of his was to analyze the language functions in relation to their exponents use in textbook for grade nine. He used all the language functions included the textbook for grade nine as a population. Observation checklist was the major tool of data collection. The data were analyzed descriptively and analytically. The major findings of his study were almost all the language exponents used in the textbook seemed to be supportive to enhance communicative competence. Similarly, he found that the language functions were presented in the liner way i.e. one language function per unit. Most of the language exponents were familiar in sentence construction i.e. progressive form (v+ing).

In the same way, Giri (2017) carried out survey research entitled "Teachers' Beliefs on Use of Tasks Based Language Teaching for Developing Speaking Skill". The purpose of her study was to find out the beliefs of the teachers on the use of TBLT for developing speaking skill in their classroom. The populations of her study were fifty- eight ELT teachers of secondary level of Ilam district. She took thirty teachers as a sample study using purposive non-random sampling procedure. The data were collected using questionnaire. She analyzed the data using simple statistical tools. The major findings of her study were majority of the teachers (87%) strongly agreed that TBLT was appropriate for developing speaking skill.

Likewise, Dhamala (2019) conducted a work of thesis entitled "Proficiency of Grade Ten Students on Guided Writing." Survey research design was used with the objective of knowing about the competency/performance of grade 10th graders on guided writing. She selected 40 learners from 6 schools of Dhanpalthan *Gaunpalika*, of the district of Morang. She prepared the test items as a tool to collect data. The result showed that the learners were better at paragraph writing than the other tasks.

Her work also highlighted that the institutional school students were better than the community school ones.

On the other hand, Rai (2023) carried out research entitled "Teaching Writing Tasks of English Textbook Grade Seven" was an attempt of analyzing writing exercises from grade seven text-book. Random sampling procedures was followed and observational checklist was used to collect the data. It is found that free writing covered 36.73 percentage guided writing tasks covered 32.65 percentage and controlled writing tasks covered 30.61 percentage in the text book. It is found that there were 49 writing tasks included in text book. It was found that 95.89 percentage writing tasks or tasks were designed according to Nunan (2004) taxonomy of task where cognitive task covered 20.40 percentage interpersonal task covered 14.28 percentage co-operative task covered 8.16 percentage linguistic tasks covered 34.69 percentage affective task covered 18.36 percentage and creative task covered 8.18 percentage and remaining 4.11 percentage tasks were designed focusing local environment keeping the historical and cultural importance.

Likewise, Chaudhary (2023) carried out research entitled "Speaking Activities of English Text-Book for Grade Six" was an attempt to analyze the speaking activities included in the English textbook for grade six in terms of presentation, questioning, prediction, role playing and to explore the nature of speaking tasks included in the English textbook of grade six in terms of motivational, purposefulness, suitability of tasks for pairs and group work etc. Data were collected from the English coursebook of class six. He used observational checklist to gather required information. It was found that 44 speaking activities included in 18 units, 10 individual speaking activities i.e. 22.72 percentage, 30 pair work speaking activities i.e. 68.18 percentage and 4 group work speaking activities i.e.9.09 percentage were included in the text book. Similarly, 22.27 percentage questioning, 13.63 percentage discussion, 93.18 percentage purposefulness and 11.36 percentage. argumentative and 79.54 percentage motivational approach for speaking activities were focused.

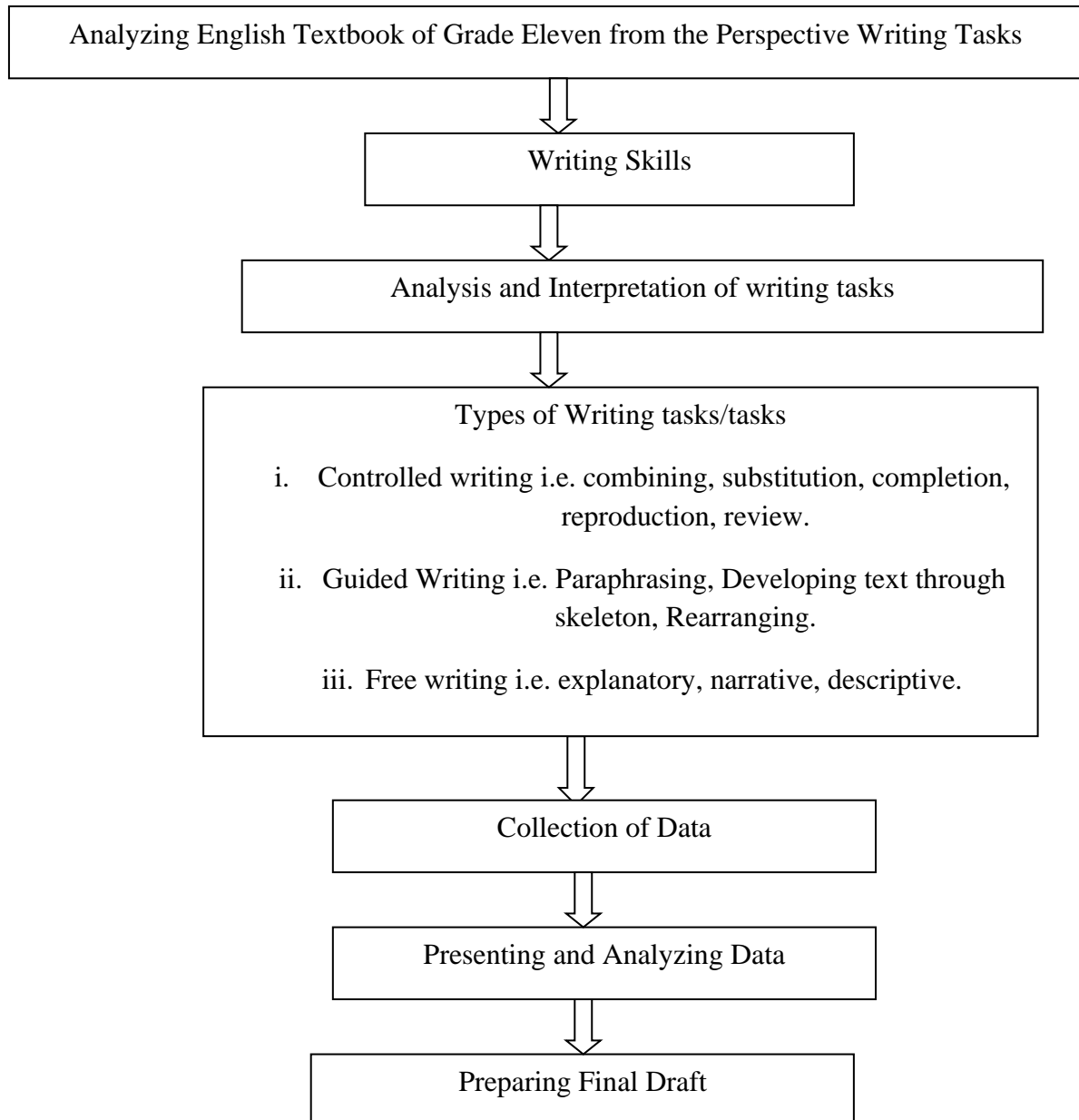
From the review of the above works, I found that the researches mainly focused on writing proficiency of various grades, book analysis based on physical and academic aspects and TBLT approach and its perception in the classroom. No one focused on specific writing exercise and its nature from class eleven. So, this study was carried out to fulfill the existing gap.

Implication of the Review

I gathered various insights from both theoretical and empirical literature on the ground on writing tasks, tasks variation and research problem. Theoretical literature has made me informed about nature of writing tasks, approaches, types and components of the writing tasks, tasks variables, feature of tasks, role of TBLT in teaching writing skills and general information about the purpose of teaching writing for grade seven students. Similarly, the review of empirical literature helped me to develop the conceptual framework and insight the methodology of the study. The review of Upadhaya (2017), helped me to develop the conceptual framework and developed the data collection tool. Similarly, review of Basnet (2016), helped me to understand textbook of grade eleven from the perspective of academic and physical aspects. In addition, his study also helped me to narrow down the research area. Furthermore, review of Yadav (2016) helped me to understand the teachers and student's perception toward the TBLT and tasks given in the textbook. These three reviews of the studies also support me to postulate the research question for the study. Similarly, from the review of Rai (2023) and Chaudhary (2023) I got the ideas to apply the current format of the research report and methodological procedural. Therefore, there is no doubt that previous studied were beneficial for lubricating the mind of the researcher to expand the knowledge related to the study, prepare tools for the data collection, data analysis and guide the whole proposed study.

Conceptual Framework

Carrying out research needs some framework as the research is carried in order to derive the findings. The researchers need to be familiar with the variables that determine the success of the study. Therefore, the researcher needs to develop a conceptual framework before the actual analysis of the study. I had prepared and followed the my own framework which was as follow:

Figure 1*Conceptual Figure*

CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

This section deals with all the methodological foundation of this study; as design of the study, sources of data, population and sample size, sampling procedures, data collection tools, data collection procedure and so on. This includes all the procedures that are necessary to collect data as well as to analyze them.

Design of the Study

I have chosen survey research design where I have gone through all the writing tasks of English textbook of grade eleven and analyzed them according to their nature based on Nunan's (2004) task type. This study was based on survey because of fulfilling the designed objectives I have visited each page of English textbook of grade eleven and searched writing tasks. Finally, the writing tasks of English text-book of grade eleven were observed, filled checklist and presented both in simple statistical and descriptive way.

Sources of Data

Primary sources were used as information to complete this research works. Being primary source English coursebook of grade 11 was taken as the main source for my study.

Primary Sources of Data

Primary source for my study was English textbook of grade eleven (2020) itself. Textbook of grade eleven was taken as a main source of the study and used for the data collection and explanation. It has been recently implemented in the school education by the government. The researcher wanted to analyze for supporting the ELT classes.

Population and Sample

As the sample population, all writing exercises/tasks from the English coursebook of class eleven were taken in order to analyze the textbook in terms of writing tasks. I have used all the writing tasks to analysis their types and frequency.

Sampling procedure

I had selected purposive sampling procedure as a sample because all writing tasks from the textbook were selected. However, other reading comprehension, vocabulary,

grammar, listening etc. were not observed. According to the objective of my research I have selected only writing tasks given under the writing section. The textbook was selected purposively because this textbook has been recently implemented by the government.

Tools for Data Collection

I have used observational check list as the major tool of data collection. It was textbook analyzed (i.e. writing tasks) study that's why I had prepared check list to collect writing tasks included in the textbook and find out the tasks based on Nunan Taxonomy.

Data Collection Procedures

I had set the checklists following the model of Harmer (2007) and Ricer (1978) at the beginning and took permission to conduct research using the textbook of class 11. After that, to get it verified I also prepared a set of questionnaires for the English language teachers who are currently teaching the same book in grade 12. Similarly, to the second objective I followed the Nunan's (2004) taxonomy of task types. It provided the framework for analyzing the writing exercises of the language textbook. Then after, I tabulated the writing tasks and dealt with the checklist. Finally, data were presented and discussed statistically and rigorously.

Data Analysis and Interpretation

The data were analyzed statistically and described in details. Their frequencies were also compared with each other to bring out clear vision regarding their nature and aspects.

Ethical Consideration

While conducting this work, I obtained permission from the concerned authority to maintain authenticity of data and confidential on textbook analysis. I had not used the data for the sake manipulation rather I used as an authentic information. I had not made any harms to the creation of writer too. That is to say data of the textbook were taken only to fulfill the objectives, not to harm the creation of the writer and author while collecting and dealing with the data to bring out the comprehensible result. I tried utmost attention on accuracy and honesty to gather the information. I gave credit to all the authentic sources like writers, journals, books, articles and researchers to avoid the piracy of intellectual property or plagiarism.

CHAPTER FOUR

DISCUSSION, ANALYSIS, PRESENTATION AND INTERPRETATION OF DATA

This chapter is based on discussion, analysis and presentation of the collected data from the authentic sources i.e. Grade 7 English text-book. Data were collected through the use of observation check list and document analysis for the purpose of finding writing tasks included in the text-book to develop students creative art. I had analyzed and interpretation of collected data through frequency and percent as a statistical tool. Each particular criterion has been described descriptively to draw nature of writing tasks included in the English text book of grade eleven.

Discussion of the Writing Exercises/Tasks

I had conducted this study to find out the writing tasks included in the grade eleven English text-book. To find out the writing tasks at first observational check list was prepared and tasks were categorized into various types according to the nature and frequency was brought. Total analysis of the observational checklist according the writing tasks of grade eleven text-book has been studied, roughed and again studied rigorously and presented below in the various sub-heading and interpretation was made.

Writing Exercises/Tasks Designed for Grade Eleven

Various writing tasks/activities are very important for the development of students` proficiency in creative writing. Nature of writing tasks will affect students` motivation too. If the writing tasks are designed according to the level and interest of the students then objectives of the national education would be fulfilled. All the writing tasks included in the text-book of grade eleven English book are described here. There are all together twenty units in section and four units in the section two i.e. literature part. Each chapter consists of various aspect of language, i.e. reading, vocabulary, writing, grammar, listening, speaking and project work were arranged. Writing tasks/exercises are presented in the following table from the perspective of their nature.

*Table 1**Writing Tasks Included in the Text-Book*

Lesson	Unit Title	Writing tasks Nature	Tasks Focused in	Total Number
one	Education and humanity	Personal narratives	Individual	2
Two	Communication	Paragraph writing	Individual/Group	3
Three	Media and society	Paragraph writing	Individual	2
Four	History and culture	Email Table interpretation	Individual	2
Five	Life and love	Paragraph	individual	1
Six	Health and exercise	Essay Instruction	Individual	2
Seven	Economy and development	Personal letters Essay	Individual	3
Eight	Humour and satire	Argumentative essay	Individual/Pair	2
Nine	Democracy and human right	Short biography Speech	Individual/Group	2
Ten	Home life and family	Writing a diary	Individual	2
Eleven	Arts and creation	Essay	Individual	3
Twelve	Fantasy	Narrating events	Individual	2

Thirteen	Career and entrepreneurship	Email Communique	Individual	3
Fourteen	Power and politics	Paragraph Essay	Individual	2
Fifteen	War and peace	Essay	Individual	1
Sixteen	Critical thinking	Critical writing	Individual	1
Seventeen	Globalization	News story	Individual	3
Eighteen	Immigration	Book/film review	Individual	2
Nineteen	Travel and tourism	Travelogue Essay	Individual	2
Twenty	Science and technology	Interpreting para-orthographic texts	Individual/pair	3
Total Number of Writing Tasks				43

Table 1 shows that English text book of grade eleven has total units in the section which covered various activities like, reading comprehension, listening, writing, grammar, vocabulary activities, speaking and project work activities. Each unit consists with reading section, pronunciation section, speaking section, grammar section, listening section, writing section and project work section. From the table and textbook, we found 43 writing exercises in total for the class eleven course. Writing exercises/tasks were brought from various topics like education, humanities, communication, media and society, history and culture, health and tasks, science and technology, critical thinking, art and creation and so on. All the chapter were founding related to the students` needs and interests. It seemed these all chapter would encourage students to practice varieties of writing tasks like controlled, guided and free writing.

In conclusion, writing tasks in the textbook focus individual, pair and group work activities. When the learners are provided with individual, group and pair work, they can easily develop their interpersonal skills, leadership skills, co-operation skills, problem solving skills, social skills, etc.

Writing tasks/Exercises included in the Coursebook

Learning outcome of the students depends on the level of tasks designed and presented in the lesson. If the lessons consist varieties of writing tasks students would easily motivate and could learn better. The writing tasks from the table one clarifies individual, pair and group work activities. All the task types and their nature have been presented with their percentage and discussed individually in the following tables and figures.

Controlled Tasks/Exercise

These tasks are basically grounded on the productive approach of writing. In this task type learners need to generate and re-generate various kinds of texts. For this they are motivated and guided to use the given clues/outlines. These tasks include combination, reproductive, etc. writing activities. Controlled writing tasks from the course book are presented and discussed below:

Table 2
Controlled Writing Tasks

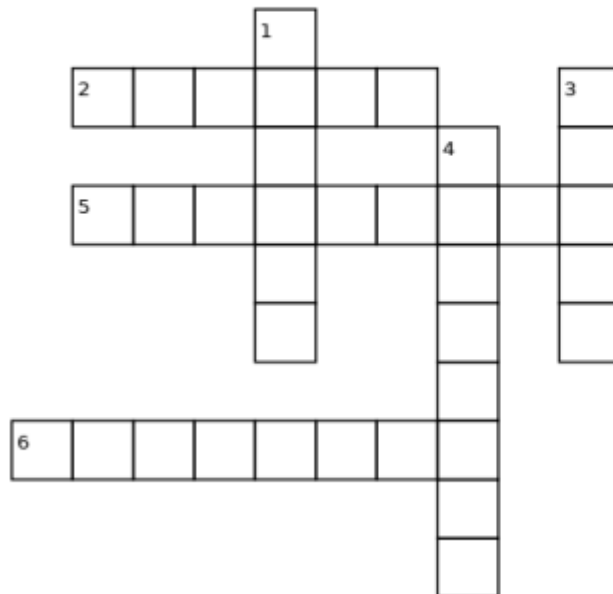
Controlled Tasks			
SN	Writing Tasks	Frequency	%
1	Combining	2	4.65
2	Substitution	3	6.97
3	Completion	2	4.65
4	Reproduction	3	6.97
5	Review	3	6.97
Total		13	30.23

Table no 2 indicates that all together 13 controlled writing tasks are designed out of 43 total writing tasks in the English text book of grade eleven. Under controlled writing tasks substitution, reproduction and review tasks covered more writing tasks i.e. 3 each, tasks out of 13 tasks than other combining and completion tasks because they cover 2/2 writing tasks in the nature.

Completion controlled writing exercise allows students to complete words, sentence or paragraph through their prior knowledge. The table 2 shows that completion-controlled writing covers 4.65 percentage out of 30.23 percentage. One commonly designed completion exercise through controlled writing task in the textbook is shown as below.

For example:

A. The words in the crossword puzzle are from the text. Find them in the text to solve the puzzle based on the clues given below.



Down:

1. to be preoccupied with a single topic or emotion
3. to move slowly and quietly in a particular direction
4. orderly, logical and consistent

Across:

2. to utter rapidly or unintelligibly
5. to insert something between other things
6. an unreadable handwriting

English

Grade 11 p. 16

Similarly, according to OALD "Combination is a process of merging or joining of different parts of qualities in which component elements are individually distinct". Combining tasks in the controlled writing covers 4.65 percentage out of 30.23 percentage. One of the relevant examples of controlled combining writing exercise is presented as below. For example:

B. Read the following paragraph. Identify the topic sentence and the concluding sentence.

Students require more recreational time in order to better focus on lessons in class. In fact, studies have shown that students who enjoy a recess of more than 45 minutes consistently score better on tests immediately following the recess period. Clinical analysis further suggests that physical exercise greatly improves the ability to focus on academic materials. Longer periods of recess are clearly required to allow students the best possible chances of success in their studies. Clearly, physical exercise is just one of the necessary ingredients for improving student scores on standardized tests.

English Text Book 11, p. 17

On the other hand, under the controlled writing tasks Substitution writing exercise covers 6.97 percentage out of 30.23 percent controlled writing tasks of English text-book of grade eleven. (see in table no 2). In the same way, reproduction writing covers 6.97 percentage out of 30.23 percentage of controlled writing tasks.

In the same way, review controlled writing exercise is also selected and presented in the English text book. Review covers only 6.97 percentage out of 30.23 percentage of controlled writing tasks.

Another very much important controlled writing exercise is reproduction writing exercise. Reproduction-controlled writing exercise covers 6.97 percentage out of 30.23 percentage-controlled writing tasks in the English text book. Commonly presented reproduction writing exercise is presented as; for example:

A. Study the given letter and underline sender's address, date, greeting and complimentary close.

27 Barnes Avenue, London
March 1st, 2020

Dear Mrs. MacDonald,

As you know, we have been in the flat now for six months. We like it, but I'm afraid there are a few problems.

First, a good deal of the furniture is rather old. The armchairs, for example, are in bad condition and so is the big table where we eat. Could you please replace these items?

Secondly, the flat is extremely cold in winter. The central heating doesn't work very well and we have to use electric fires. And they are expensive, of course. Part of the problem is the windows. They don't fit very well, so they let the wind in.

Finally, there's the kitchen. It really does need painting. We are quite prepared to do the work ourselves if you pay for the paint.

Can you possibly come and look at the flat yourself? I'm sure you will agree with us. In any case, please let us know about these things as soon as possible.

Yours sincerely,
Sandra Shaw

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B. Suppose you are MacDonald. Write a reply to Sandra Shaw.

English text book 11, p.67

As a conclusion, controlled writing covered 30.23 percentage and it remains in the second position out free and guided writing. Controlled writing comprises various aspects like combination, substitution, completion, reproduction and finally review. However, Basnet`s study (2016) revealed “Content inclusion and subject

matter of the textbook were found interesting and suit for the level of the students. The tasks were also based on communicative 30 approach and task-based approach but ratio of the tasks was not appropriate. Grammar and project work activities were found very less in number". From the above presentation we can say that controlled writing tasks were designing giving wider opportunity to develop writing proficiency because Karki (2011) study says that students of private schools have better controlled writing competence than public schools. Where there was 18.23 percentage less marks obtained by the public schools' students.

Guided Writing Tasks

Guided writing stands as semi-controlled writing activity in which students are given assistance such as a model to follow a plan or outlines to expand the partly written version. River (1998) states "Guided writing activities design through paraphrasing, parallel and developing text through skeleton". Through the observational checklist following number of guided writing activities identified:

Table 3

Guided Writing Tasks

Guided Tasks			
SN	Tasks	Frequency	%
1	Paraphrasing	5	9.30
2	Parallel writing	2	4.65
3	Developing text through Skeleton	2	4.65
4	Rearranging	1	2.32
Total		10	20.93

Table no 3 indicates that guided writing tasks include 10 times it means there are 20.93 percentage guided writing are graded and mentioned in the English book of grade eleven. More writing tasks are given under paraphrasing section with 9.30 percentage out of 20.93 percentage of total guided writing tasks. And least number of

paraphrasing writing tasks i.e. 4.081 percentage are included in the English text book of grade eleven English text book.

Paraphrasing writing offers students to change the given version into other different version such as passive voice, polite form, summary, interpretation and so on. The result indicates that among the 10 (i.e. 20.93%) guided writing in the textbook, 9.30 percentage writings have been designed through paraphrasing. One commonly used paraphrasing task from the textbook is shown as below.

For example:

Writing

- a. Nepal has topsy-turvy political history. Many changes have been observed in different times. Write a short biography of any Nepali freedom fighter incorporating the changes brought under his/her leadership.
- b. Do you think there is racial/caste related discrimination in our country? Discuss with your friend; write a five-minute speech.

84
English: Grade 11

English text book 11, p.84

Similarly, table 3 shows that 2.77 percent has been covered by the parallel writing tasks in the textbook. One commonly used parallel- guided writing from the textbook is shown below. Table 3 shows number of parallel writing task was repeated 2 times i.e. 4.65 percentage while designing the guided writing tasks in the textbook. Commonly used parallel- guided writing from the textbook is shown as below.

For example:

Saturday, March 28, 2020

Today is the 5th day that we have been put on lockdown. Almost all the countries in the world are forced on to implement this system. And, my country is not an exception too. It is called the travellers' disease which transmits from one person to another through physical contact. WHO has advised people to maintain physical distance, use masks and sanitizer. Washing hands with soap very carefully is a common phenomenon. No vehicles are in operation in the street and shops are closed. People are locked up in their own homes like caged animals in the zoo. What a situation that has enforced us to be locked up in our own home!

A very microorganism is threatening the human existence. Are human beings enemies to nature so that we are facing such a threat? Maybe we have done irreparable damage to nature in the name of development. We have encroached upon nature and destroyed the habitats of other living beings. Developed countries are in a race to test nuclear weapons and missiles to demonstrate their power and pelf. Now where's their power gone? Why cannot they get victory over corona virus? What's the use of their so-called devastating weapons? Now it seems that corona virus is taking the side of creatures to challenge the so-called superpower of the cosmos. This microorganism is affecting human lives very badly irrespective of class, caste, religion, race, geography and ideology.

Now I could imagine how caged birds and animals feel when they are behind the bar. We are in the cage! I am feeling as if I am locked up in the human zoo. Perhaps it is the demand of time to teach humans a serious lesson about their existence. I can feel how badly people might be suffering due to lock down. The world has stood still due to corona virus. The worst thing about this situation is that there is no vaccine or any medicine made for the cure of this pandemic virus. Just staying at home and maintaining physical distance is the only solution to COVID-19.

I hope we will soon be free from this pandemic. Let's stay at home safe and sound!

Makar

B. Suppose a child who lived in a city with his/her parents accompanied his/her father to visit an elderly grandmother in the village. The grandmother was waiting for her son to come back to the village and look after her, but her son was not willing to do so. Write a diary on behalf of the elderly grandmother describing her feeling of not living with her children and grandchildren.

Further, as we discussed in the section two developing text using skeleton is next form of guided writing. Above table 4 shows 4 DTS writing tasks with 4.65

percentage out of 20.93 total guided writing tasks. One commonly designed developing text using skeleton as mentioned in the coursebook is as follow:

Writing

A. Write a travelogue of your recent visit to a natural/religious place in about 300 words. Use the following clues.

Local costumes and traditions Cuisine ...Depiction of places of interest, local history and culture Your adventures Prices and transportation ... Entertainment

B. Write an essay in about 500 words on 'Importance of Tourism in Nepal'.

English text book 11, p.177

Similarly, rearranging-guided tasks develops students' consciousness about the sequences of incidents. It also helps students to remember that they have listened and learned earlier. Total 1time rearranging writing exercise is included in the English text book of grade eleven which is 2.32 percentage out of 20.93 percentage of guided writing.

In a conclusion, we can say the 20.93 percentage guided writing tasks are included in the English text book of grade eleven. Which could be enough for the students to develop ideas for the development of guided writing competency. This study shows that there is quietly better distribution of writing tasks because Ray's (2023) study shows that 36.73 percentage tasks were designed under guided writing tasks in the textbook of grade seven. It means in the class eleven grade textbook we find more uniformity in the tasks design.

Free Writing Tasks/Exercises

Free writing is the ultimate goal of teaching writing for the students. In this type of writing tasks students have no any restriction to use of vocabularies and sentence structures but creative thinking and planning is very necessary. Free writing also called creative writing, in which activities are designed through explanation, description and narration. After the close analysis of the writing tasks included in the textbook for grade eleven, following free writing tasks have been identified.

*Table 4**Free Writing*

Free Writing			
S.N	Writing Tasks	Frequency	Percentage
1	Explanatory	9	20.93
2	Narrative	6	13.95
3	Descriptive	6	13.95
Total		21	48.83

Table no 4 indicates about the free writing tasks of English text book of grade eleven. Total 21 different items like explanatory, narrative and descriptive were found which is 48.83 percentage of free writing tasks included in the English textbook of grade eleven. Explanatory free writing tasks were repeated 9 times and covers 20.93 highest percentage of writing tasks. Likewise, narrative and descriptive free writing tasks are found equal number i.e. 6 and equal percentage i.e.13.95 percentage. Finally, 9 i.e. 20.93 percentage explanatory tasks, 6 which is 13.95 narrative tasks and 6 i.e. 13.95 percentage descriptive out of 48.83 percentage were included in the English text book of grade eleven.

Explanatory writing exercises/ tasks were taken as the apex level of developing writing skills among the learners. This is actually done and practice after controlled and guided writing. From the table 4 it's clear that in total 20.93 percentage explanatory tasks out of 48.83 percentage of free writing has been identified in the textbook. Commonly used free writing in explanation in the textbook is shown as below: for example:

Writing

- a. Yoga can be good to stay physically and mentally healthy. Do you practise any yoga? Write an essay on the benefits of yoga.
- b. How can a person be mentally healthy? Provide about ten tips to a person to stay mentally fresh and healthy.

English text book 11, p.59

On the other hand, narrative writing tasks/exercises covered 9 writing tasks i.e. 20.93 percentage out of 20.93 percentage under free writing exercises/tasks. One commonly designed narrative task in the textbook is shown as below. For example:

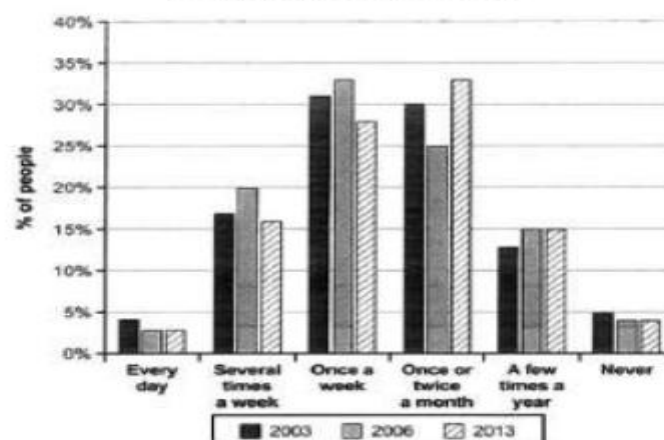
Writing

- a. Narrate, in short, a folktale that you have read or heard.
- b. Describe a strange dream that you have seen recently.

English text book 11, p.115

Above given table 4 also reveals that descriptive writing tasks in the textbook were found only 6 items i.e. 13.95 percentage out of total 48.83 percentage free writing tasks. One model example of descriptive writing exercise from the textbook is shown in the figure below: for example:

B. Interpret the information given in the following chart.
Frequency of eating at fast food restaurants among people in the USA (2003–2013)



English text book 11, p.187

From the above discussion we can say that free writing is one of the difficult levels. Being able to write something on the given topic freely is called competency in writing skills. I have found many more free writing tasks included in the English textbook of grade 11. They would really develop their better writing ability. Our final concern of focusing students in writing activities is to make them mastery over free writing. However, Dhamala's study (2019) revealed that "Students of grade ten are far more proficient in paragraph writing compared with other items such as news writing, letter writing, story writing and less proficient in narrating events. Students of private schools are found to be more proficient than the students of public schools".

Free, Guided and Controlled Writing of English Text Book of Grade Eleven

Percentage covered by controlled, guided and free writing are presented in the following pie chart:

Figure 1

Controlled, Guided and Free Writing

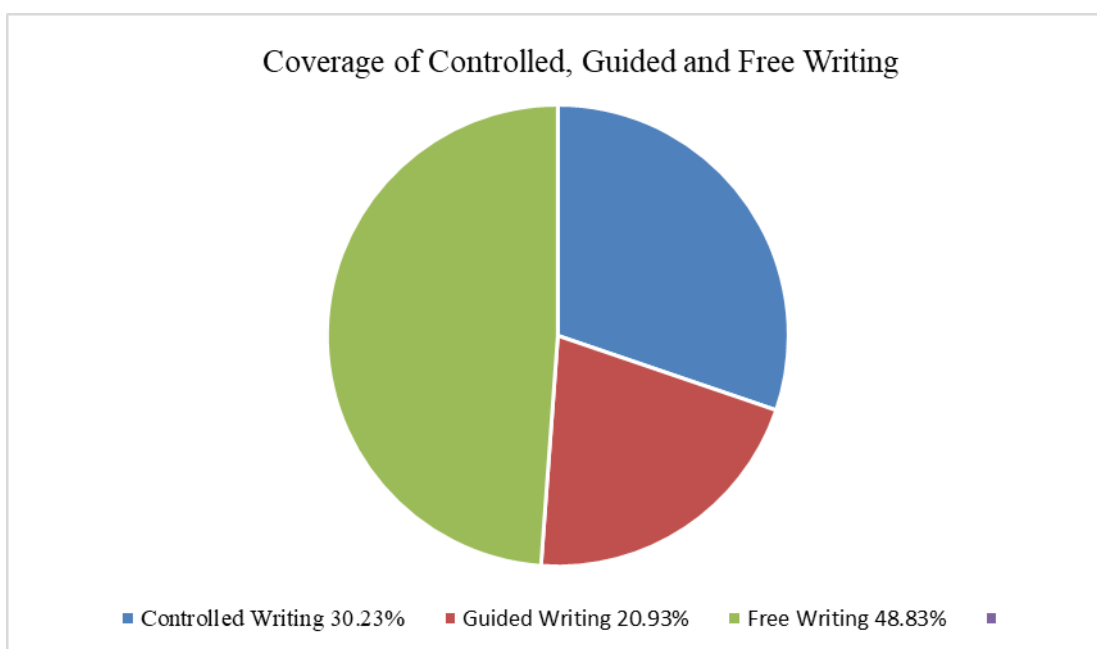


Figure 1 shows that English text book of grade eleven has given more priority in free writing tasks because free writing tasks cover 48.83 percentage out of 100 percentage of the writing tasks in the textbook of grade eleven. Similarly, controlled writing tasks follow free writing tasks with 30.23 percentage which is 18.6 percentage less than free writing tasks.

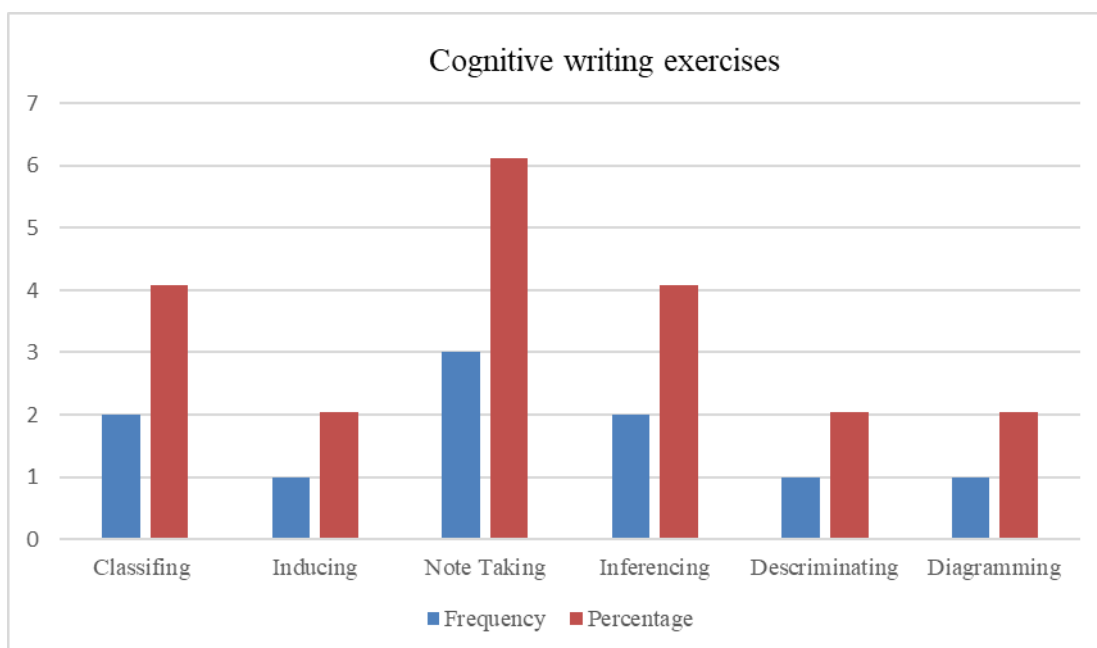
Likewise, guided writing tasks are also designed with due respect because it covers 20.93 percentage of writing tasks out of 100 percentage writing tasks of the text book of grade eleven which is 9.3 percentage less than controlled writing tasks and 27.9 percentage less than the free writing tasks.

In a conclusion, free writing covers 48.83 percentage, guided writing tasks covers 20.93 percentage and controlled writing tasks covers 30.23 percentage. So, we can say that this English text book of grade eleven published in 2020 has very good qualities of writing tasks because it has given due respect to free writing tasks second controlled writing tasks and third guided writing tasks which is really very much necessary to develop competency in writing activities to the students. As Rai's (2023) study shows that 36.73 percentage free writing tasks, 32.65 percentage of guided writing tasks and 30.61 percentage of controlled tasks were found. From here it is clear that English textbook of grade eleven textbook has given more opportunity to develop creative writing skills.

Analysis of Writing Tasks Based on Nunan's Taxonomy of Tasks

Due to the globalization of science and technology, educational activities are also started to be taught through community language theory and task-based language teaching. When students are given opportunities to practice writing tasks on the basis of TBLT then students would develop better ideas in writing skills. When Nunan taxonomy brought into practice, language pedagogy got supported and widely started to practice in the classroom as task-based language teaching.

Cognitive task is one of the major categories of task presented by Nunan. He subcategorized cognitive tasks into the tasks related to classifying, predicting, inducing, note taking, concept mapping, and inferencing, discriminating and diagramming tasks (Nunan, 2004). From the close observation of writing tasks in the textbook, following cognitive tasks have been identified:

Figure 2**Cognitive Writing Exercises/Tasks**

This above-mentioned Figure 2 indicates that 3 note taking tasks were found having high frequency than other which is 6.12 percentage. Similarly, inferencing and classifying writing tasks were also found equal in number i.e.2 and 4.08 percentage. In the same way inducing and diagramming writing tasks were also found equal in number i.e. 1 frequency which is 2.04 percentage.

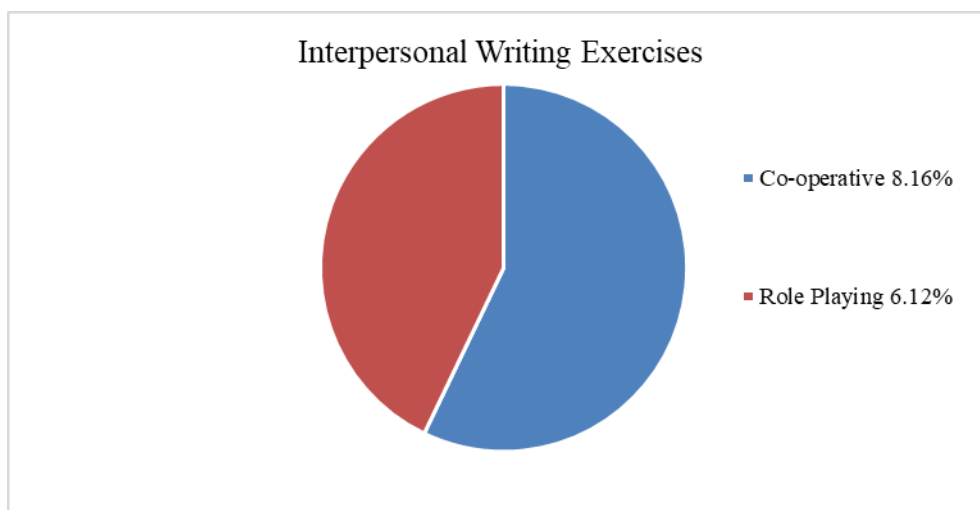
In a conclusion, cognitive writing tasks were found very interesting because they can easily guide the students in the better writing proficiency. Cognitive writing tasks were found covering 20.40 percentage in the English text book of grade eleven English text book. Actually, cognitive tasks should focus for information gap, reasoning gap and opinion gap. These tasks really support students for the better development of writing skills. This text book has given very conducive environment for the development of students` cognitive writing task in the various tasks as focused by Nunan Taxonomy of task type. As Rai's (2023) study also shows that 20.40 percentage writing tasks of grade seven also were designed under cognitive tasks type.

Interpersonal Writing Tasks/Exercises

In total 14.28 percentage interpersonal writing tasks were found in the English text book. Interpersonal tasks and classified under various sub heading. After analyzation of the writing tasks following interpersonal tasks were found:

Figure 3

Interpersonal Writing Tasks



Above mentioned chart shows that interpersonal tasks were designed under co-operating and role-playing parameter. This also indicates that total 14.28 percentage interpersonal writing tasks were included in the English text book of grade seven. Similarly, co-operative tasks cover 8.16 percentage writing tasks and 6.12 percentage role-playing tasks were designed and included in as writing tasks in the English text book of grade eleven.

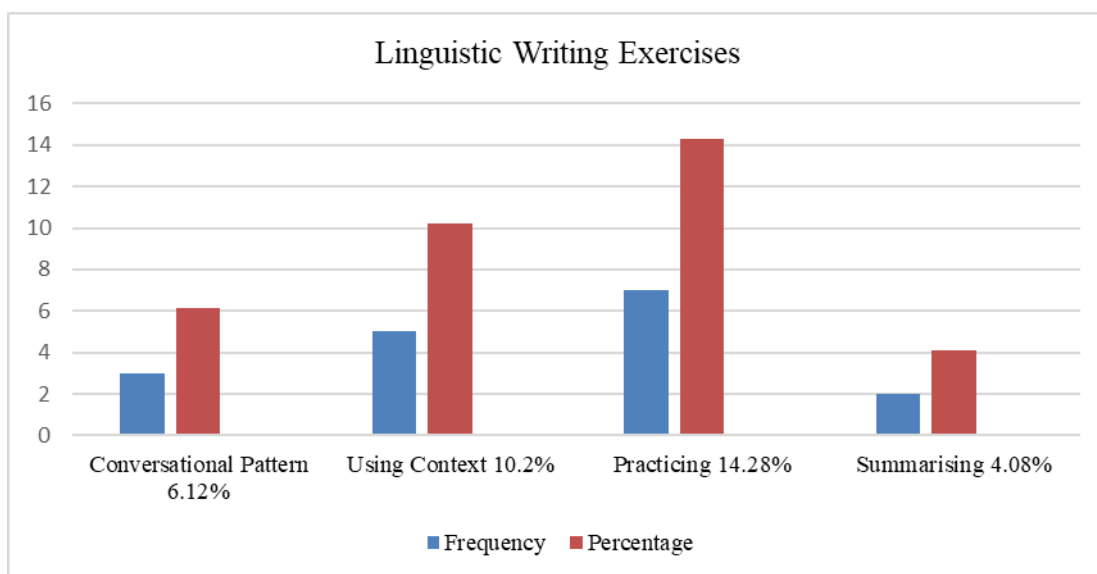
In conclusion, English textbook of grade eleven has also focused for the students` interpersonal tasks through co-operating and role-playing tasks with due respect. If teachers are able to focus these types of tasks in the language class then students can easily develop their behavioral representation. But while I went some others book review I did not see much focused on the interpersonal tasks for the better development of students writing skills and their sub-skills. As Rai's (2023) study shows that 14.28 percentage writing tasks of grade seven also were designed under interpersonal tasks type.

Linguistic Writing Tasks/Tasks

Language related tasks are kept under the linguistic tasks. Some commonly liked linguistic task are like summarizing the lesson, skimming the text, selectively reading and so on. Particularly, linguistic tasks practiced to the students developing to linguistic ability in various contexts. From checklist following linguistics tasks were identified:

Figure 4

Linguistic Writing Tasks



This bar graphs no 4 indicates that there were 34.69 percentage linguistic tasks/tasks were designed and included in the English text book of grade eleven. Nunan (2004) has used various criteria for the linguistics tasks like conversational, using context, practicing, summarizing etc. Among these various criteria practicing tasks were found more in number i.e.14.28 percentage in the text book.

Similarly, other items like using context to involve in the writing tasks were found 10.02 percentage which is very good to develop writing habit and linguistic competency. Likewise, 6.12 percentage conversational writing tasks were found where students need to work in group and pair to complete writing tasks. Conversational writing tasks develops students` personality and interpersonal skills too. However summarizing tasks were found very less in number i.e. 4.08% which is quite less in number than other tasks.

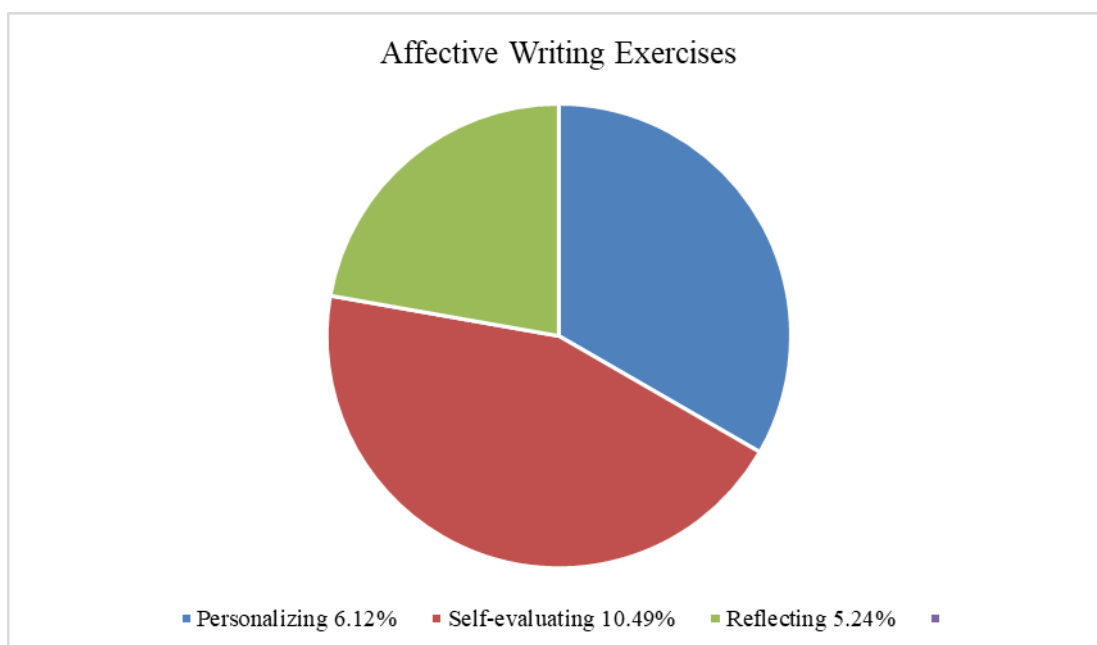
In conclusion, language book must have various features like creative, close and open-ended tasks, cognitive tasks, linguistic tasks, affective tasks and so on for the development of writing skills. This English textbook grade eleven provides students opportunities to strengthen their linguistics competence because we found features of practicing language with highest percentage i.e. 14.28 percentage and 4.08 percentage of summarizing language features. But while reviewing other researches and journal like Rai's (2023) study shows that 8.16 percentage writing tasks of grade seven were designed under linguistic tasks type. So, this text book would be surely helpful for the development of writing skills for the pupils of grade eleven.

Affective Writing Tasks

Nunan (2004) had introduced another type of task being affective task. According to Nunan (2004) affective exercises/tasks were classified as “personalizing, self-evaluating and reflecting”. Figure 5 below deals with the writing tasks included in the textbook under affective tasks where we found 18.36 total affective tasks. They are presented below:

Figure 5

Affective Writing Tasks



This above mention charts no 5 indicated that affecting writing tasks includes personalizing, self-motivating and reflecting. Affective writing tasks covers 18.36 percentage tasks in the English text book of grade eleven. Self-evaluation makes

students conscious in the life and be serious in the teaching and learning activities as they understand their mistakes and errors. In the affecting writing tasks, self-evaluation tasks were found more in number i.e. 10.49 percentage which may greatly support to shape students` good habits and discipline as well.

Similarly, personalizing writing tasks were found 6.12 percentage and very a few numbers of reflecting tasks i.e.5.24 percentage were found. This situation may not help students to reflect in behavior what they have learnt and what may be the need at school and in the society too. Comparing this study with Rai's (2023) study shows that 34.69 percentage writing tasks of grade seven were designed under affective tasks type. This shows that grade eleven textbook may provide better opportunity to develop affective skills among the students.

Creative Writing Tasks/Tasks

Creative task is the final category of learners' strategic task type presented by Nunan in his taxonomy of task. In creative tasks, learners use language to expressing creative skill a bit thinking than copying or guiding. Nunan (2004, p. 61) states "Brainstorming task is the sub type of creative task in which; language learners encourage to think of as many new words and ideas as they can". After observation of writing tasks from the textbook following creative tasks were found:

Table 5

Creative Writing Exercises

Creative Writing Exercises			
S.N	Writing Tasks	Frequency	Percentage
1	Brainstorming	4	9.30
	Total	4	9.30

This table 5 indicates about the creative writing tasks. From the data, it has been identified that least numbers of creative tasks i.e. brainstorming was used while designing the writing tasks in the textbook. It covers only 9.30 percentage among the total 93.02 percentage tasks.

From the above discussion, it was found that 43 total writing exercises were designed in the writing section by the writers in the text-book of class 11. Out of 43 writing exercises 40 exercises i.e. 93.03 percentage writing were found designed according to the TBLT approach presented under Nuna (2004) taxonomy. Similarly, 30.23 percentage-controlled writing, 20.93 percentage guided writing, 48.83 percentage free writing exercises were also designed in the English textbook of grade 11. Other categories of tasks presented by Nunan (2004) have been identified comparatively less frequent in number than linguistic and cognitive tasks. Rai's (2023) study shows that “18.36 percentage writing tasks of grade seven were designed under creative tasks type”. This suggested that creative writing tasks required brainstorming and creation to solve the problems.

Relation Between Tasks in the Text Book and Course Objectives

This curriculum has been developed to cater to the essential linguistic needs of the children learning English. It has incorporated recent trends and contemporary developments in language learning. The main aim of teaching English at this level is to enable the learners to communicate with confidence. The relationship between the exercises and objectives are as follows:

Curriculum has given due attention for writing tasks by generating, gathering, and organizing ideas and information according to the learners age and interest. To meet these objectives, curriculum text book as generated various focused and unfocused writing activities. That will really develop students creative writing skills.

- Syllabus of grade eleven focuses various writing tasks like guided, controlled, free and so on. These types of tasks were designed under linguistic, affective, cognitive they will really encourage students involve regularly in the completion of writing tasks.

To meet these objectives writing tasks are graded into various types of controlled tasks like; combining, reproduction review, guided tasks like; parallel writing developing text through skeleton etc., free writing tasks like; explanatory, narrative etc., others being cognitive tasks, interpersonal tasks, linguistic tasks, affective tasks etc.

From the above description we can say that there is very high correlation between writing tasks included in the text book and course objective in the

curriculum because Giri (2017) study shows that 87 percentage teachers were agreed that tasks designed based on TBLT approaches support to meet the course objectives. Likewise, Dhamala (2019) study shows “Students were not so proficient on guided writing tasks. However, students were proficient on story writing”. It shows that English textbook of grade eleven was designed in an advanced way, that can develop students better writing skills.

CHAPTER - FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

The researcher conducted this research work to explore the nature and aspects of writing exercises included in the English text-book of grade 11. Major objectives of the research were to analyze the writing tasks/exercises and compared with the task type of Nunan (2004) taxonomy. Data collected from the observational check list and writing tasks were calculated, analyzed and presented through table, charts and bars.

Finding shows that free writing tasks covered 48.83 percentage, guided writing tasks covered 20.93 percentage and controlled writing tasks covered 30.23 percentage in the English text book for grade eleven. These writing tasks could develop students understanding skills, knowledge application, critical analysis and interpreting capacity. On the other hand, it was also found that in total 43 writing exercises were designed in the coursebook.

Similarly, it is found that there was total 43 writing tasks included in the English text book for grade eleven under the writing tasks. Other tasks were given as reading comprehension, listening, speaking, grammar and vocabulary. These all-writing tasks could foster students better writing ability.

Likewise, 13 controlled writing tasks which is 30.23 percentage were found under controlled activities. On the other hand, 9 i.e. 20.93 percentage guided writing tasks were found in the textbook for grade eleven., 21 i.e.48.83% free writing tasks were found in the textbook for grade eleven. Ninety-three percentage writing tasks or tasks were designed according to Nunan (2004) taxonomy of task. It is really student friendly writing and competency level management of writing task in the English textbook of grade eleven. It was also found that total 14.28 percentage interpersonal writing tasks were included in the English textbook. Similarly, co-operative tasks cover 8.16 percentage and 6.12 percentage role-playing tasks in the English text book of grade eleven.

Conclusions

Writing is one of the important skills of language. It is taken as productive and secondary skill of language. According to Crookers (1996) "Writing is an act of transmitting thoughts, feelings and ideas in the graphic symbols. Writing is far from

being a simple matter of transcribing language into written symbols but it is thinking and organizing process in its own right. When it comes to teaching to write, teacher and textbook are the key medium of communication”.

This research was conducted to analyze the writing tasks of grade twelve English coursebook based on Nunan's (2004) task type. I have used text analysis research design to observe and analyze the writing tasks of grade twelve English textbook. To gather the authentic data, I took help from my prepared observational checklist and analyzed the writing tasks on the basis of theoretical foundation as discussed in the chapter two. Collected data were rigorously analyzed.

The role of the language instructors is very prominent in a classroom. They should enact the role of planners, motivators, facilitators, etc. it is their duty to provide the learners with apt learning items. They should facilitate and guide the learners while they are working together in pairs or groups. They should also help the learners in the individuals' activities.

Strengths of English Textbook Grade Eleven

- Textbook of grade eleven has been given wider opportunities to involve students in multicultural society. It has been creating unity in diversity in the classroom.
- Textbooks has provided better comprehensive input to the students.
- Suitable subjective matter is graded according to the level and interest of the students.
- Language is suitable and comprehensible by average students too.
- Supporting picture has increased students' interest on writing and speaking.
- Picture and illustration gave wider ideas to develop to the students.
- Exercises were designed according age and group of the level.
- Vocabularies included in the glossary has develop students' confidence.
- Text book has focused more free writing exercises than guided and controlled writing.

Weakness of English Textbook of Grade Seven

- Textbook has focused very few activities for some writing activities like pair and group work in the writing section and focused in projects works only.

- Writing tasks must motivate students for active participation in the project work but these activities are not focused in greater pressure.
- More roleplaying and pre-production activities should be included for the creative writing of the students. But these activities are also neglected somehow.
- Paper quality of the book is also very poor.
- Very few cognitive writing activities were focused that may not support students situational use of language.

Implication

On the basis of finding, the following implication have been made.

Policy Level

In our country CDC is provided authority to design and publish textbook to the school level students. That is why, CDC should prepared text book which meets the needs and demand of the present generation. CDC also should be able to introduce new coursebook which can control abroad study and so on. And main purpose of the text-book should be facilitating and motivating to the learner to do something rather focusing to the theory and rotten learning. Some major tasks that TBLT approach offers such as summarizing, role playing, concept mapping was found in less number in the writing section of the textbook. Thus, while designing the textbook, the textbook writer and syllabus designers are suggested to include those tasks in writing section as many as possible.

On the other hand, teachers are to be updated and trained through various skills development time and again. If teachers trained about how to carry out classroom activities to develop writing tasks included in the textbook then teaching and learning outcome will meet the objectives of the curriculum. Thus, CDC should be provided some training packages to deal with the tasks appropriately to all the ELT teachers.

Practice Level

As the CDC remains in the apex level of the design and publication of textbooks, teachers and students remain as stakeholders in the practice level of the textbook. As I have made close analysis of all the writing tasks included in the English textbook of grade twelve these suggestions can be forwarded:

- The class eleven English language teachers can smartly use the 43 exercises under the category of writing. Language teachers can use them for the betterment of the learners by motivating and facilitating them to work in groups, pairs or individually.
- Being the main stake holders, the class eleven students should be the role models for their juniors by being actively involved in the teaching learning activities.
- The school administration should provide the teachers and students with conducive environment and the required teaching learning materials to help them achieve the designated objectives.
- The parents/guardians should also work in tandem with their wards and the school family to help them learn/acquire the English language utilizing the English textbook.

Further Research

A number of research topics can be recommended for the future researchers as per the experiences and ideas I have got in course of undertaking this endeavor. Some of the possible topics are as follows:

- Basic level teachers` perceptions on TBLT approach of language teaching,
- Role of Speaking exercise to develop communicative competency
- Relevance of coursebook to achieve objectives of the curriculum.

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APPENDIX I

CHECK LIST

**The general description of the writing tasks and activities in the English
Textbook for Grade Seven:**

Unit	Unit Topic Section one	Nature of the writing tasks	Writing Tasks practiced in focused	No. of writing tasks
1	Education and Humanity	Personal narratives	Individual	2
2	Communication	Paragraph writing	Individual/Group	3
3	Media and Society	Paragraph writing	Individual	2
4	History and Culture	Email Table interpretation	Individual	2
5	Life and Love	Paragraph	individual	1
6	Health and Exercise	Essay Instruction	Individual	2
7	Ecology and Development	Personal letters Essay	Individual	3
8	Humour and Satire	Argumentative essay	Individual/Pair	2
9	Democracy and Human Rights	Short biography Speech	Individual/Group	2
10	Home Life and Family Relationship	Writing a diary	Individual	2
11	Arts and Creation	Essay	Individual	3
12	Fantasy	Narrating events	Individual	2
13	Career and Entrepreneurship	Email Communique	Individual	3
14	Power and Politics	Paragraph Essay	Individual	2

15	War and Peace	Essay	Individual	1
16	Critical Thinking	Critical writing	Individual	1
17	Globalization and Diaspora	News story	Individual	3
18	Immigration and Identity	Book/film review	Individual	2
19	Travel and Tourism	Travelogue Essay	Individual	2
20	Science and Technology	Interpreting para- orthographic texts	Individual/pair	3
Total Number of writing tasks				43

Appendix II
Controlled Writing

Controlled Writing

S.N	Writing Tasks	Frequency	Percentage
1	Combining	2	4.65
2	Substitution	3	6.97
3	Completion	2	4.65
4	Reproduction	3	6.97
5	Review	3	6.97
Total		13	30.23

Appendix III
Guided Writing

Guided Writing

S.N	Writing Tasks	Frequency	Percentage
1	Paraphrasing	5	11.62
2	Parallel writing	2	4.65
3	Developing text through Skeleton	2	4.65
4	Rearranging	1	2.32
Total		9	20.93

Appendix IV

Free Writing

Free Writing			
S.N	Writing Tasks	Frequency	Percentage
1	Explanatory	9	20.93
2	Narrative	6	13.95
3	Descriptive	6	13.95
Total		21	48.83

Appendix V

Cognitive Tasks According to Nunan (2004)

Cognitive Tasks				
No	Items	Yes	No	Remarks
1	Classification	√		
2	Prediction	√		
3	Inducing	√		
4	Note Taking	√		
5	Discriminating	√		
6	Diagramming	√		

Appendix VI
Interpersonal Tasks According to Nunan (2004)

Interpersonal Tasks				
No	Items	Yes	No	Remarks
1	Co-operating	√		√
2	Role playing	√		

Appendix VII
Linguistic Tasks According to Nunan (2004)

Linguistic Tasks				
No	Items	Yes	No	Remarks
1	Conversational patterns	√		
2	Using Context	√		
3	Summarizing	√		
4	Practicing	√		
5	Selective Listening	√		

Appendix VIII
Affective Tasks According to Nunan (2004)

Affective Tasks				
No	Items	Yes	No	Remarks
1	Personalizing	√		
2	Self-evaluating	√		

Appendix IX
Creative Tasks According to Nunan (2004)

Creative Tasks				
No	Items	Yes	No	Remarks
1	Brainstorming	√		
2	Problem solving	√		
3	Visual Art		√	