

**An Analysis of Writing Tasks Included in the English Textbook
for Grade 11**

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

**Submitted by
Krishn Kumar Yadav**

**Faculty of Education
Tribhuvan University
Kathmandu, Nepal
2023**

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Declaration

I, here by, declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidate of research degree to any university.

Date:

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This is to certify that **Mr. Krishn Kumar Yadav** has prepared this study entitled **An Analysis of Writing Tasks Included in the English Textbook for Grade 11** under my guidance and supervision.

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Dedication

I would like to dedicate this thesis to my family, Gurus/ Gurumas relatives, and friends who consistently persuaded me to complete this thesis. Without all of your support and continual encouragement, I would not have been able to reach this milestone.

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First of all, my sincere gratitude goes to my thesis guide And supervisor **Dr. Gopal Prasad Pandey**, Head and Reader Department of English Education, for his guidance, invaluable and inspiring suggestions, enlightening ideas and encouragement from the very beginning to the end of the thesis. This research work would not have been completed without his support and friendly Co-operation. So I shall ever remain indebted to his excellent and helpful suggestions.

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Abstract

This research entitled **An Analysis of Writing Tasks Included in the English Textbook for Grade 11**. The objective of this study were to explore how far writing tasks are designated based on Nunan (2004) taxonomy of task types and to identify and analyze the writing tasks included in English textbook for grade eleven. This study follow descriptive survey research design which is quantitative in nature. To achieve the objectives of the study I used two sets of checklist as the major tools of data collection. To achieve the first objective I prepared the checklist presented by Nunan (2004) taxonomy of task types. Similarly, to the second objective based on Harmer (2007) and River (1978) theoretical grounded. Data were analyzed and interpreted both in statically and descriptively. The frequency and presented of the type of writing tasks were calculated and tabulated. Out of 124 different cognitive, interpersonal, linguistic, affective and creative writing tasks approximately 100 writing tasks (I.e.80.64%) have been identified from the Nunan's (2004) taxonomy of tasks. It has been also identified that cognitive tasks and creative tasks are used more in number then others. Finally the result of the study showed that the writing tasks included in the textbook are fully contextualicensed, practical,creative and useful in real life situations.

This thesis consists of five chapter. The first chapter encompasses the introductory part including background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms. Similarly, the second chapter deals with the review of theoretical literature, review of related empirical literature, implication of the review for the study, theoretical and conceptual framework. The third chapter consists of design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedure and ethical considerations. The fourth chapter consists, an overview of the writing tasks included in the textbook, types of writing tasks included in the textbook, analysis of writing tasks based on Nunan's Taxonomy of Tasks. And the fifth chapter consists of findings, conclusion and recommendations.

Table of Contents

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Table of Contents</i>	<i>vi</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Abbreviations and Acronyms</i>	<i>xi</i>
Chapter 1: Introduction	1
Background of the Study	1
Statement of the Problem	3
Objectives of the Study	4
Research Questions	4
Significances of the Study	5
Delimitations of the Study	5
Operational Definitions of the Key Terms	6
Chapter 2 : Review of the Related Literature	7
Review of Related Theoretical Literature	7
Language Teaching and Learning:	7
Language Skills	8
Teaching Writing Skills	9
Components of Writing Skill	9
Types of Writing Task	10
Task Based Language Teaching (TBLT) Approach	12
Definition of Tasks	13
Classification of Tasks	13
Task Features	17
Task Cycles	18
An Introduction of the English Textbook for Grade 11	19
Role of Task Based Language Activities in Teaching Writing Skills	20

The Role of Textbook in EFL/ESL Classroom	21
Review of Related Empirical Literature	22
Implications of the Review for the Study	24
Theoretical and Conceptual Framework	24
Chapter 3: Method and Procedure of the Study	26
Design of the study	26
Population, Sample and Sampling Strategy	26
Research Tools	27
Sources of Data	27
Data Collection Procedures	27
Data Analysis and Interpretation Procedures	27
Ethical Considerations	28
Chapter 4: Analysis and Interpretation of of Data	29
An Overview of the Writing Tasks Included in the Textbook	29
Types of Writing Tasks Included in the Textbook	31
Controlled Writing Tasks	32
Guided Writing Tasks	34
Free Writing Tasks	36
Analysis of Writing Tasks Based on Nunan's Taxonomy of Tasks	38
Interpersonal Tasks	41
Linguistic Task	42
Affective Tasks	43
Chapter 5: Conclusions and Implications	46
Findings	46
Conclusion	47
Recommendations	47
Policy related:	48
Further practice related:	48
References	
Appendices	

List of Tables

Table 1: Overview of the Writing Task in the Textbook	29
Table 2: Controlled Writing Task	33
Table 3: Guided Writing Task	35
Table 4: Free Writing Task	37
Table 5: Cognitive Tasks	40
Table 6: Interpersonal Tasks	41
Table 7: Linguistic Tasks	42
Table 8: Affective Tasks	44
Table 9: Creative Tasks	45

List of Abbreviation and Acronyms

CDC	:	Curriculum Development Center
CLT	:	Communicative Language Teaching
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
i.e	:	that is
ital.	:	And Others
L1	:	First Language
L2	:	Second Language
Ltd	:	Limited
NFC	:	National Curriculum Framework
SLA	:	Second Language Acquisition
TBLT	:	Task Based Language Teaching

Chapter 1

Introduction

This is a study entitled, **An Analysis of the Writing Tasks Included in the English Textbook for Grade 11**. This chapter consists of the background of the study, statement of the problems, objectives of the study, research questions, and significances of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

Human beings have a specific ability or innate property to acquire or learn language. On the other hand, except humans, other creations cannot learn language although they have their own communication systems. Vasvarshne (2005, p. 2) state "language is the most unique gift that sets human beings apart from the rest of the living beings". Thus, the uniqueness of human beings lies in the way they communicate through language. Learning the language is becoming the global trade nowadays whether it is English, Chinese, Hindi, Japanese, Korean, and Spanish. While learning language, major focus exists in two forms- the spoken and the written. Listening and speaking are grouped in spoken or oral language where as reading and writing are grouped in written language. Two linguistic activities are associated with the both spoken and written; an encoding and a decoding process. Encoding is understanding and interpreting meaning or message of the codes or language where decoding is recognizing and receiving symbols or codes. Encoding is concerned with expressive modes of language learning where as decoding is concerned with receiving modes of language learning. Speaking and writing skills are encoding skills and listening and reading are decoding skills.

When we talk about language learning, we often talk about four language skills, listening, speaking, reading and writing in natural order. Among these four skills of language; writing skill refers to the ability to externalize internal feelings by the use of language system. This means by the use of writing system of language, learner becomes able to perform certain tasks. Tasks can be real life or academic depending on the situation. When we write, we use graphic symbols that are letters or combination of the letters which are related to speech sounds. Richards (1985, p.315)

claims "writing is a system of written symbols which projects the sounds syllables or words of language". It means all languages which have their written forms, use the graphic symbols that represent spoken sounds. Similarly, Brown (2000, p.1) says "In writing the symbols, I have to be advanced according to certain convention to form words and words have to be arranged to form a sentence for communication". From the aforementioned, it can be said that writing is primarily linguistic activity with attention focused on the appropriate use of vocabulary, syntax and cohesive devices.

Writing is a very complex process requiring many composite skills via mental, psychological, theoretical and critically aspects. Supporting its complexity Nunan (1989) states

Writing is the extremely complex cognitive activities in which the writer is required for demonstrate control number of variables simultaneously. All the sentence levels include control of content formats, sentence structures, vocabulary and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text (p.36)

From the above mentioned, it is understood that only knowing the structure of writing and vocabulary, does not require writing proficiency, it is necessary to know the internal integration of the structure in proper way.

In fact the English language teaching (ELT) materials play pivotal role in many language classrooms. It is also a part for the betterment of the quality of education, prescribed textbooks, establish institutionally prepared materials, learners won instructional materials generally serve as the base for much of the language input that learner receive and practice. Beside that the task included in the textbook should authentic, practical and cognitive. Richards (1985) elaborates "the task in the textbook should be flexible and appeal to styles and strategies and should not favor one types of learner over another.

Task based language teaching (TBLT) is famous and widely discussed approaches in the language and second language acquisition since 1980. The concept of TBLT was first introduced by Prabhu in 1985 (Richards and Rogers 2010) in his

Bangalore project in which he focused on communication by engaging learners into various tasks such as problem solving, predicting, combining and so on.

Now, it is essential to understand what exactly task is, many people have viewed it from different angles. The common view is, a task is a piece of communicative work as simply an activity that is carried out using language where the focus will be on communication and meaning such as pending a solution to a puzzle using telephone. The tasks should be collaborative and communicative in nature.

Thus, in order to achieve the objectives of writing skill prescribed by curriculum, the textbooks should be equipped with writing tasks that engages learners in the use of skills and procedures. Related to the specific language teaching objectives further it is important to set out various tasks that foster students' communication ability in writing.

Statement of the Problem

In the 21st century, number of methods and approaches have been emerged in the field of language teaching and learning, such as content based communicative, task best participatory, cooperative and postmodern pedagogy. Focusing on this mentioned approaches the English language teaching stakeholders (teachers, textbook writers, material designers and syllabus designers) concern to prepare the textbook and teaching materials to reflect the real life situation and demand of the learners including the various tasks.

Language textbook plays the pivotal role in language classes. Supporting its importance Ur (2009, p.134) opines that textbook is also considered as the next important factor in the second language classes after the teacher. So, the designing the textbook with appropriate activities and tasks play pivotal role to develop the language.

In many informal discussion made with the teachers who use the textbook in. I noticed disapproval about the textbook writing sections and the nature of tasks they claim that there is not equal balance of the writing tasks and some of the concepts of

the writing task are more challenging for the level of them (learners). Similarly, they added less numbers of writing tasks which focus on the learner's cultures and meaning of the real world context. Then I raise the queries myself; is really the textbook has not included these things, do the writing task are designed based on TBLT approach. In order to find out the answers of these questions. I think, it is better to carry out a research to find out the existing reality of the writing tasks of the eleven class textbook.

Similarly, many researches have been carried out for the evaluation and the analysis of the physical and academic aspects of the English textbook of grade eleven such as analysis of the textbook build on physical and academic aspects like paper quality, page layout, and content coverage in old course. But, yet no researches have been carried out to analyzing the task of specific language. Thus, this study will analyze the writing task especially focuses on writing skill of the English textbook for grade eleven based on TBLT approaches. Further, this study insight the ELT stakeholders to point the strength and weakness and nature of writing tasks and their types included in English textbook for grade eleven.

Objectives of the Study

The general objective of this study was to analyze of writing tasks included in the English textbook for grade eleven. Specific objectives of this study were as follows:

- a. To explore how far writing tasks are designed based on Nunan (2004) taxonomy of task types.
- b. To identify and analyze the writing task included in English textbook for grade eleven.
- c. To provide some pedagogical implications based on the study.

Research Question

The present research was based on exploration of the answer of the following questions,

1. What are the types of writing task included in the English textbook for grade eleven?
2. How far the writing tasks are designed based on Nunan (2004) taxonomy of task types?

Significance of the Study

This study aims at analyzing of the writing tasks of the English textbook for grade eleven, the findings of the research are significant for the English language teachers, syllabus designers, textbook writers, evaluators, language trainers, subject experts, mythologist and researchers in several ways. First, it provides correct information on the analysis of writing tasks in the existing grade eleven English textbook. Thus, it raises the teacher awareness about its strengths and weakness, and to help them to make or use appropriate materials in their future instruction. Second, the study identified the types of several tasks and their nature. It would help syllabus designer and the textbook writers in making their decision in providing appropriate writing tasks in the textbook. Third, this study identified the writing tasks especially based on the Nunan (2004) taxonomy of task types. It may help the teachers to carry action research and other professional researches as an authentic analyze sources.

Therefore, this study is beneficial and significant for those who are directly or indirectly involved in English language teaching and learning field.

Delimitations of the Study

No study and investigation can be made limitation free because of several contents such as economics, social and constraints of time. So, this study cannot be an exception. The present study was confined to the writing skill particularly to the writing task included the English textbook for grade eleven.

- The tasks were analyzed based on TBLT approach particularly based on Nunan (2004) taxonomy of task types.
- The present study was carried on the secondary sources of data only.
- The tools of the research were only the observational checklist and document analysis.

Operational Definitions of the Key Terms

It is needed to define the specific words that we use in our research. I have used some key terms in my research study. The working meaning of the key terms are given below,

Academic aspects: In my research, academic aspects mainly include contents and language skills

Grade eleven: It means the first year of intermediate level course. Now it is taken as secondary level under National Examination Board (NEB).

Writing tasks: In this study, the term “Writing tasks” refers to the various kinds of activities to develop writing skill such as controlled, guided writing and free writing activities.

Task based approach: In this study, the term “Task based approach” refers to the overall language teaching and learning approach that views the tasks that learners do as center to the learning process.

Taxonomy of tasks: The term “taxonomy of tasks” refers to the classification of the tasks presented by Nunan (2004).

Chapter 2

Review of the Related Literature

This chapter of the study consists of review of theoretical literature, review of empirical research, implications of the review for the study and conceptual framework.

Review of Related Theoretical Literature

The literature review includes the scholarly writing of different people in the related field. It is also included a review of books, articles, journals and other sources relevant to the particular issues area or resource or theory and provides description summary and article evaluation of this works concerning the resource problem being investigated.

I have discussed theoretical insights on language teaching and learning, language skills, teasing writing skills, types of writing task, TBLT approaches, classification of tasks, introduction of the English textbook for grade eleven, objectives of teaching writing for grade 11, role of textbook in EFL/ESL classroom in this section.

Language Teaching and Learning: Language is specific and universal medium to express human thoughts, feelings, ideas and emotions. It is related to human phenomenon that is natural tendency for human beings only. Varshney (2005,p.1) states “language is the most unique gift that sets human being apart from the rest of the living being. Similarly, Crystal (2002 p .2) defines language as an abstract system of underlying the collective totality of speech or writing behavior of the community or knowledge of this systems by an individual” from the afford mentioned view, it is clear that language is the abstract system which we have collected from our ancestors and we will transfer further. If there was no existence of language, nothing would be possible to record and perceive from the past. So, it is assumed as the most unique significant and essential factor for the human being.

In fact, the unique of human being lies in the way they communicate through language. There are number of languages in the world among them English language is prominent and global language because of its wide coverage, richest vocabulary and large function. It is the very language which is spoken all over the world for their

particular perspective Rai et al (2015) points that English language teaching (ELT) is always on the shifting sands of ideology and practice.

Crystal (1997 as cited in Mac Giolla, 2003) states the contemporary hegemony of English language in following ways;

English is used an official or semiofficial language in over 60 countries and has a prominent place in over 20 countries. It is either dominant or well established in all six continents. It is main language of books, newspaper, airport communication, international businesses and academic conferences, science, technology, medicine sports and international competitions. Over two third of the world scientists write in English and three quarter of the world's e-mail is written in English. In any one year the British council helps over millions foreigners students to learn English in various parts of the world. Over 50 million children study English as an international language at primary level and 80 million at secondary level (p.29)

From the above mentioned Crystal's view, it can be claimed that English language is more prestigious and dominant language. Similarly, it is the very language which is widely used in teaching and learning and studied and spoken then other languages that are spoken in the world.

Language teaching and learning formally come into its own as a profession in the 20th century. Richards and Rodgers (2010,p.1) claimed that the whole function of contemporary language teaching was developed during the early period of the 20th century as applied linguists and other sought to develop principles and procedures for the design of teaching methods and materials. It means, since language teaching considered add a profession ELT stockholders become active and try to develop new methods and approaches to teach the languages in the professional ways.

Language Skills: Language exists in two forms that are spoken and written; listening and speaking are grouped in spoken or oral language where at reading and writing are grouped in written language. Two linguistic activities are associated with both spoken and written and encoding and decoding process. Encoding is understanding and interpreting meaning or masses of the cords or language whereas decoding is recognizing and receiving symbols or codes. Encoding is concerned with expressive mode of learning where decoding is concerned with receiving mode. Speaking and writing skills are encoding skills and involve themselves in encoding process where

by we communicating our ideas, thoughts or feelings through one or the other forms of language and listening and reading are decoding process and through the decoding process by which we understand either is spoken or written message.

Naturally, language skills are listening, speaking, reading and writing, Supporting to this point Lado (1994, p.56) states proficiency in the target language includes the four skills; understanding, speaking, reading and writing but not translation and interpretation, which are separate professional skills. Similarly, language skills can also be categorized into the following types in terms of medium, in terms directions and in terms of channel.

In real life, it is not so easy to separate these four skills as most languages skills are preceding or following by other different skills. However in teaching guidelines and textbooks language does separate the skills. The main reason for this is to organize learning activities into some order and to assist teachers and learners in both deciding exactly what the aim of the lesson is and chooses at how to do it.

Teaching writing skills: Teaching writing is difficult in its nature but can simplify, easily and make fun through stepwise procedures and activities. It is a long journey from finding a topic to write to editing for the final product. In between these two in entry point and exit point. There are many other stages and activities that should be carried out if we are to teach writing from this and above discussion what we need to understand is teaching writing involves many different processes and activities. When we talk about the teaching modality or framework for writing class, we can see different modes. Some of them are given below: learner growth stage, recursive growth model, Donald Murray's model and Briton model. All of the above mentioned writing models can be grouped into two. They are composition model and composing model.

Components of writing skill: Writing is a cooperative activities and consists to various components that make a written work communicative and meaningful. Writing is organizing process of its components and mechanisms. Only grammatically correct sentences do not add the beautiful flavor which make reader to feel enjoyment. For supporting this, Kelly (2017, p.81) states that writing is to be a poor is not a lack of grammar and vocabulary: there lies something wrong how to organized the writing". In the writing process, learners need to involve in organizing the internal

mechanism of the writing that is coherence and cohesion. Regarding the components of writing skill Harmer (2007, p.324) mentioned the following fundamental components

Mechanics: In composition, writing mechanics are the conventions governing the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations.

Cohesion: Cohesion refers to the way we use vocabulary and grammatical structures to make connections between the ideas within a text. It provides flow and sequence to our work and helps to make our paragraphs clear for the reader.

Coherence: Coherence in writing is the logical bridge between words, sentences, and paragraphs. It uses devices to connect ideas within each sentence and paragraph.

Orthographic and para orthographic test: Orthographic system deals with the linguistic system, such as spelling, words, phrase, and clause and para orthography text related to the use of charts, tables, graphs, to convey some message.

Thus, writing is not a way of only putting the symbols on the paper. It is a matter of organization of letters, words, spelling in a cohesive and coherence way to form the meaningful utterances.

Types of Writing Task: Types of writing refers to composition in writing. In writing, composition refers to the way a writer structures of piece of right composition is not a matter of putting one word after another or of translating successive ideas into words but rather of building a structure from materials according to an incomplete and constantly changing plan. The main point to bear in mind at this level of composition is the student should be made aware of what a sentence is, what it looks like on paper and how to write. There are some widely used writing tasks projected by River 1978 (1978, p.480-508). Which are presented in the following ways; controlled writing, guided writing, free Writing.

Controlled writing: This is also known as copy approach to writing or early part of writing. In this type of composition writing, students are given a set of sentences or a written text along with directions about the ways in which these should be done or modified. The students are expected to follow the instructions provided by the teacher, in order to produce the final product. Here the teacher shows direct control

over the work of students. Control writing activities have been found in various types such as;

Combining: In such type of writing activity, students are required to combine sentences or words by using the clue given to them. In this, they are on the brink of production, since, they involved in constructing some writing.

Reproduction: In reproduction, students are encouraged to write exactly what they have listened and read in the textbook.

Substitution: It is also called controlled imitation, this type of activity is commonly used for a structured exercise. Students are given set of words or phrases in a column and their equivalent words in another column.

Completion: This activity is comparatively more creative than other controlled types, it allows students to complete sentence or paragraph according to their knowledge about the topic.

Guided writing: It is more than sentence combining of controlled composition. It is influenced by composing process approach is influential in this type of composition. It is such writing activity in which a plan or outline will be provided to the students and they are asked to expand it. In such writing, students are given some freedom to choose their own words and sentence patterns. Guided writing activities have been in various types such as;

Paraphrasing: Paraphrasing starts from very simple transformation like changing words. Mainly, in paraphrasing activities students change the given person into different person such as reported speech, polite form, passive voice, prose summary, interpretation and so on.

Parallel writing: Parallel writing reports to the imitation of the model or imitating writing from a given text. In such a writing activity, students follow the model text and try to reproduce the similar one by substituting certain information facts or points.

Developing text through skeleton: In this guided writing activities the students are given some basic outlines and on the basis of which they have to produce the fuller text.

Free Writing: In this kind of composition writing, the students will get complete freedom to select words, sentences and structures. Topic will be provided on which ideas, opinions and feelings will be freely expressed. The organization level of content, ideas and structure a lot depend on the student's writing ability. The major ways of presenting free writings are;

Explanation: In this type of free writing task, students are asked to expand or explain the given content or topic with supporting details.

Description: In this type of writing activity, students are asked to describe the objects, pictures, charts, tables according to the shape size, nature, duration and so on

Narration: This type of writing consists of narration of past events that can be historical occurrence, story either true or imaginary, programs and biographies chronologically.

Task Based Language Teaching (TBLT) Approach: TBLT is a natural extension of communicative language teaching emphasizes on the task rather than the language. In TBLT, students perform real life tasks such as getting information about bus timetables or making a presentation on a certain topic, reading maps and giving direction. After the completion of the task, they can look at the language they have used and work on any imperfection that had arisen, and correcting mistakes. Task is the central unit of planning and teaching in TBLT.

Now, it is essential to understand what exactly task is. Many people have viewed it from different angles. The common view is 'a task is a piece of communicative work or simply an activity that is carried out using language where the focus will be on communication and meaning such finding of solution to a puzzle, using telephone. The task of should be collaborative and communicative in nature. They involve a considerable degree of discussion of issues. There are very rarely correct answers to the task. In most of the cases, the exchanges of ideas and thinking

of problems happen. Here, the emphasis is primarily on process rather than on product. If we engage our learners in the tasks, they will be provided a better context for the activation of learning process and hence ultimately provides opportunity for language learning to take place. Task based teaching and learning can have the following features which also facilitate us to have better understanding about it.

Definition of Task: Learners learn second language through different tasks. Tasks are valued key components in TBLT approach. For supporting this I would like to put some writers' definitions. Lado (1994) 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. Brown (2000) defines that any piece of activity in which a person engages in order to achieve a specifiable class of objective. Ellis (2004,p.5) defines that tasks are activities that call for primarily meaning focused language use. 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. Nunan (2004,p.5) has made a distinction between target task and pedagogical tasks. According to him, target tasks refer to language used in the world beyond the classroom. Pedagogical tasks on the other hand refers to language use that occurs in the classroom. More precisely pedagogically task is viewed as; any structured language teaching endeavor which has a particular object, 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 very brief exercises type to more complex and lengthy activities such as group problem solving or stimulation and decisions making.(Nunan, 2004,p.3)

Classification of Tasks: In TBLT task is the vital component of language pedagogy. Task plays crucial role to construct the Meta linguistic and sociocultural awareness to language learners. Nunan (2004,p.34) states that TBLT is an approach which highlights learning to communicate through interaction by introducing authentic text to learning situation, enhancing the learner's won personal experiences and linking classroom learning with language activation outside the classroom.

Thus, designing the task in language textbook is very essential to learner cognitive and natural setting. Various scholars classify the tasks into different groups

in this way, Ellis (2004, p.142) has mentioned the following task types while designing the target language materials.

Focused and unfocused: Focused tasks are tasks aimed to predispose learners to process receptively or productivity. Unfocused tasks are those that may predispose learners to choose from a range of forms but they are not designed with the use of a specific form in mind.

Real-world and pedagogical: Real_world tasks are that reflect real world uses of language and which might be considered a rehearsal for real world tasks. A role play in which students practice a job interview would be a task of this kind. Pedagogical tasks are things that learners undertake in order to acquire language in instructional settings for language learners, these also provide opportunities for language learning as well as language activation.

Open and close: Tasks that don't have right or wrong answers but which allow learners to offer their own opinions and ideas or to respond creativity are called open tasks. Tasks that have right or wrong answers but which allow specific piece of knowledge, skill or procedure are called close tasks.

Cognitive: Cognitive tasks are those undertaking that require a person to mentally process new information and allow them to recall, retrieve that information at a later time in the similar situation.

Similarly, Richards (2001 at cited in Nunan, 2004p.58) proposed the following typology of pedagogical tasks;

Jigsaw: The 'jigsaw' group together complete a task which requires them to understand all of the information share by each expert.

Information gap: Information gap tasks are the activities where learners are missing the information they need to complete a task and need to talk to each other to find it.

Problem solving: Tasks in which students must recognized the nature of a problem and analyse it in order to propose strategies for its solution are called problem solving tasks.

Decision making: Decision making tasks are cognitive tasks that require alternative identification and selection by a decision maker based on their agent preferences.

Opinion exchange: Opinion exchange tasks require that students give their personal preferences, feeling, or attitudes in order to complete a task.

In the same way, Willis (1996) as cited in the Richards and Rodgers (2010, p. 234) proposed the following types of tasks;

Listening: Listening tasks can be included guided note taking, completion of a picture or schematic diagram or table.

Ordering and sorting: Ordering tasks are multicomponent tasks requiring placing elements from a finite set in a correct order. Sorting tasks are creative and interactive way to communicate with people and help them to explore and express their feelings.

Problem solving: Problem solving are tasks in which students must recognize the nature of problem and analyze it in order to propose strategies for its solution.

Sharing experiences: Sharing experiences are exactly what they sounds like, seeing, hearing or doing the same thing as someone else.

Creative: Creative tasks can be any creative activity that will facilitate insight or change. They are both physical and mental benefits from creating or expressing yourself in a creative way.

Furthermore Nunan (2004, p.59)) has classified tasks to different groups and each one consisting sub-groups.

Cognitive Tasks: Cognitive task refers to the step use in problem solving that requires direct analysis transformation of learning tasks. In this kind of tasks learners involve conscious ways of tackling learning such as not making discriminating. He classifies the cognitive tasks into eight sub categories which are;

Classifying: In the classifying task, students involved putting things that are similar together in groups.

Predicting: In the predicting task, students predict what is to come in the learning process.

Inducing: In the inducing tasks, students look for patterns and regularities.

Note taking: In the note taking, students write down the important information from given a text in their own words.

Concept mapping: In the concept mapping tasks, students show the main ideas of a text in the form of a map or chat.

Inference: In the inference task, students use what they know to learn something new.

Discriminating: In the discriminating task, the students used to distinguish the main ideas and supporting information.

Diagramming: In the diagramming task, learners use the given information from a text or convert into a diagram.

Interpersonal task: Interpersonal tasks concern the ways in which learners interact with other learners and people. It consists of two sub categories of tasks which are:

Cooperating; in the cooperating task, learners involved in sharing the ideas and information with other students in pair or group.

Role-playing: In the role-playing task, the students pretend to be somebody else and using the language for the situation they are in.

Linguistic tasks: Linguistic tasks refers to the tasks that are related to contexts and make the learner practical. It has also sub-categories. Which are;

Conversational pattern: In the conversational pattern task, learners use expression to start conversation and keep them going on.

Practicing: In the practicing task, learners involve themselves in doing control / guided exercises to improve knowledge and skills in the given instruction.

Using context: In the using context tasks, learners involve themselves in using the surrounding context to guess the meaning of an unknown words test or concept in the given situation.

Summarizing; In the summarizing task, learners speak out and percent the major points in a text in summary form.

Affective Tasks: In the affective tasks, the learners adopt, recognize and then produces some contractual meaning utterances. It is also categorized into sue-categories, which are;

Personalizing: In the personalizing task, learners share their own opinions, ideas and feelings about the subject, any topic or problem personally.

Self-evaluating: In the self-evaluating tasks, learners think how well they did on a learning task and rating themselves on a scale.

Reflecting: In the reflecting tasks, learners produces the utterances that they have learn.

Creative Tasks: In the creative tasks, learners become free and they use their own sentences and the writing styles.

Through the discussion of the it above different tasks and their nature presented by scholars. I analyzed the writing tasks included in the English textbook for grade eleven based on the taxonomy of task types presented by Nunan(2004) in this study.

Task Features: In TBLT, tasks are the vehicles of language teaching and learning. It helps the teachers to teach and prepare the learners to be able to use the very language function in the classrooms and their real life too. In the same way, learners try to learn the language in the same views that they can do the same, for supporting this I would like to put the futures including Ellis (2004, p. 9-10) which are;

a task is a work plan

a task involves a primarily focuses on meaning

a task involves real-world processes of language used

a task engages cognitive process

a task has a clearly defined communicative outcome

From the above mentioned tasks' futures, it can be concluded that task is a goal oriented activity in which meaning as primarily focused. Similarly, it is a piece of work activities that involves the learners in comprehending producing interacting in the target language involving communicative act.

Task Cycles: We implement the task in our ELT classroom, according to task based language teaching and learning the methodology part consist of three successive strategies Ellis (2004, p.224) outlines the framework of task based instruction into three different stages they are;

Pre-task phase: At this stage of the task presentation, the teacher introduces the task which they are going to prepare practice. The teacher informs to the students about the objectives of that tasks and facilitates them by giving clear oral instruction about how to carry out the tasks. The main purpose of this stage to make the learners ready to involve in main tasks.

Main Task Phase: At this stage, the students will actually involve in the given tasks. Students share their ideas and they collaborate, negotiate and interact for the better solution of the problem.

Post task phase: It provides the students, the opportunity for both repetition and formal feedback on students' use of language as well as to help focusing attention on form and meaning, If possible the students will listen to the recorded voice of the native speaker talking or doing same type of conversation.

To conclude, the teaching techniques required for task based learning are not very different from those of ordinary language teaching but the difference is lies in the ordering and organizing of the activities.

An Introduction of the English Textbook for Grade 11: The name of the textbook is English (Grade 11). It is published by the government of Nepal, Ministry of Education, Science and Technology, Curriculum Development Center Sanothimi, Bhaktapur. This textbook was written by Mohan Singh Saud and edited by Prof. Dr. Bal Mukunda Bhandari, Dr. Ganga Ram Gautam, Dr. Gopal Prasad Pandey and Prof. Dr. Jiba Lal Sapkota. English textbook for grade 11 has been prepared following the spirit of NCF 2076 and Secondary Level Curriculum 2076. The book includes the contents to develop all four language skills blended in the tasks and activities with contextual grammar and related vocabulary.

The book has two sections: language development and literature. The language development section includes a range of contemporary issue-based local and global thematic texts intended to develop intensive reading skills and foster competence in grammar, vocabulary, speech and writing of different types. In this section, there are twenty units. Unit one, Education and Humanity expands 3 to 12 pages and it consists 2 writing tasks in 9 page. Unit two, communication expands 13 to 21 pages and it consists 2 writing tasks in 19 page. Unit three, Media and society expands 22 to 30 pages and it consists 2 writing tasks in 26 page. Unit four, History and Culture expands 31 to 41 pages and it consists 2 writing tasks in 38 page. Unit five, Life and Love expands 42 to 52 pages and it consists 1 writing task in 48 page. Unit six, Health and Exercise expands 53 to 61 pages and it consists 2 writing tasks in 59 page. Unit seven, Ecology and Development expands 62 to 70 pages and it consists 2 writing tasks in 68 page. Unit eight, Humour and Satire expands 71 to 78 pages and it consists 2 writing tasks in 75 page. Unit nine, Democracy and Human Rights expands 79 to 87 pages and it consists 2 writing tasks in 84 page. Unit ten, Home life and Family Relationship expands 88 to 98 pages and it consists 2 writing tasks in 93 page. Unit eleven, Arts and Creation expands 99 to 108 pages and it consists 3 writing tasks in 104 page. Unit twelve, Fantasy expands 109 to 117 pages and it consists 2 writing tasks in 155 page. Unit thirteen, Career and Entrepreneurship expands 118 to 129 pages and it consists 3 writing tasks in 124 page. Unit fourteen, Power and Politics expands 130 to 136 pages and it consists 2 writing tasks in 134 page. Unit fifteen, War and Peace expands 137 to 144 pages and it consists 2 writing tasks in 142 page. Unit sixteen, Critical Thinking expands 145 to 151 pages and it consists 2 writing tasks in 149 page. Unit seventeen, Globalization and Diaspora expands 152

to 161 pages and it consists 1 writing task in 157 page. Unit eighteen, Imagination and Identity expands 162 to 171 pages and it consists 1 writing task in 167 page. Unit nineteen, Travel and Tourism expands 172 to 180 pages and it consists 2 writing tasks in 177 page. Unit twenty, science and Technology expands 181 to 192 pages and it consists 2 writing tasks in 186 page. Units five, seventeen and eighteen one-one writing tasks. Units eleven and thirteen consist three-three writing tasks and except these five units all consist two-two writing tasks. The total number of tasks are 39 in first section.

The literature section includes genre-based literary texts for both intensive and extensive reading so as to enable the learners to discern different aspects of literary texts and practice creative writing. Each text is followed by adequate exercises to foster creativity and critical interpretation in the learners along with interactive skills and sensitivity about the culture and tradition. In this section, there are four units. Unit one has seven short stories which expand 193 to 240 pages and consist eighteen writing tasks. Unit two has five poems which expand 241 to 255 pages and consist twenty-four writing tasks. Unit three has five essays which expand 256 to 284 pages and consist twenty-five writing tasks. And unit four has three plays which expand 285 to 339 pages and consist seventeen writing tasks. In total, the section two consists eighty-five total writing tasks.

Role of Task Based Language Activities in Teaching Writing Skills: Task Based activities provided the learners ample opportunities to use the target language in the language classroom and explore the target language through writing. For supporting Taylor (1983) had suggested that task based activities give students the opportunity to interact with target language directly and use it accurately.

In this way, writing activities can serve valuable tool in the language teaching and learning process; to the writing skill. Mainly the role of the language teacher is central to success of language learners by implementing writing task carried on textbook.

Task based teaching and learning can have the following roles which also facilitate us to have better understanding about it they are;

The focus is on process rather than on product

Learners learn by interacting, communicating and purposefully while engaged in the activities and tasks.

Basic elements are purposeful activities and tasks that emphasize communication and meaning.

Activities and tasks can be either: those that learners might need to active in real life situation and those that have pedagogical purposes especially to the classroom.

Conversation is the central focus of language and key stone of acquisition.

Ellis (2004, p.37) states that task based activity helps learners to solve language related problem in real situation focusing on the target language. Learners develop their competence in genuine situation that the teaching learning process and the language tasks meet the authentic and real life situation.

Thus, task based activity provides an ample opportunity to practice writing inside and outside the classroom. The task of textbook should be designed based on various way like; information gap task, reasoning tasks, and problem solving. These given tasks also motivate the learners that the textbook designed based on learner central educational philosophy.

The Role of Textbook in EFL/ESL classroom: The textbooks are potential ingredients in learning The intended curriculum. They are considered as effective medium through which teachers and learners communicate with each other in an effort to forward the teasing the learning process.

Richards (2001) and Ur (2009) are provided the principle advantages of textbook in EFL/ESL classroom, as given;

They provide structure and syllabus for a program.

They help standardized instruments.

They provide a variety of learning resource. And

They provide ready made texts and tasks.

From the above mentioned points, it can be said that textbooks are considered very effective material for teaching and learning process.

In most educational system, the relationship that may exist among teachers, students and textbook is extremely important. But Ur (2009.1740) has added that every learner has their own needs no single course can possibly supply these satisfactory. However the role of textbook in EFL/ESL classroom is to survive teasers and students but not to be their master. The main role of the course book should seek to meet need of the students to the higher degree.

Review of Related Empirical Literature

Review of empirical literature is one of the crucial aspects of any research work. It is the process of collecting and analyzing the relevant empirical works in order to find the gap and knowledge and also for getting insights into the methods and procedures of the research. The relevant empirical studies are briefly reviewed.

Gyanwali (2015) carried out a research entitle 'An Analysis of the Textbook; How to Teach Grammar'. Her main objective was to analyze the academic aspects such as length, exercise, materials, organizations and illustration of the textbook. She found that some items prepared in the textbook did not match with the local context of Nepal.

Basnet (2016) carried out a research entitle 'An Analysis of New English Textbook for Grade 8'. The objective of her research was to analyze the textbook in terms of strengths and weakness of regarding the academic aspects from the perspectives of teachers and students. She used check list and questionnaire as research tool, she used both primary and secondary data in her study. Her findings revealed that the book had got both strengthens and weakness in academic aspects. She had stated 31 strengths and 16 weakness pints of the textbook.

Shahi (2017) carried out a study on "An Analysis of the Textbook of Grade Nine." The objectives of his study were to analyze the English textbook for grade nine in terms of content, language skills, and exercises. He interpreted the data based on

the framework proposed by (Harmer, 2007). His research was based on a survey research design and he used a purposive non-random sampling strategy for selecting the sample. He used the checklist as a data collection tool. He found that the textbook used authentic language, the contents were sufficient and suitable, the instructions were clear, the exercises were interesting and the content and pictures were relevant.

Ban (2017) carried out a search entitled 'An analysis of Grade 10 English Textbook'. The objective of the study was to analyze the Grade ten textbook in terms of content, language, skills, tests and exercises and to provide pedagogical implication. Secondary sources were used to gather the data. Then the data was studied thoroughly and analyzed on the basis of the framework proposed by Mc Doonugh and Saw. The research has presented thirteen different recommendations too.

Likewise, Aristo and Dharma (2018) researched an analysis of English textbook relevance to the 2013 English curriculum. The main aim of this study was to find out the relevancies of the materials. Based on their findings, they concluded that the English textbook used for the tenth grade in SMK in Indonesia was relevant to the intended students. Both the teacher interview's result and the document checklist showed the strong relevance of the textbook to the 2013 English curriculum materials.

Lund and Torrez (2021) investigated the books which were published by the Nicaraguan Ministry of education for years seven, eight, and nine. Learners were expected to develop their ability to communicate in English orally and in writing in different contexts and situations. So, they investigated how textbooks followed up with this requirement. The finding of this research showed that the emphasis was given to language-focused activities and most of the course neglected fluency development.

Guragain (2022) carried out a research entitled 'An Analysis of Compulsory English Textbook of Grade 11'. The objective of his research was to examine the quality of compulsory textbook in terms of its image, conversation, and texts. Secondary sources were used to gather the data. Then the data was analyzed on the basis of Penny Ur's (2009) framework of textbook Analysis. He found more strengths and weakness in academic aspects.

Sharma (2022) carried out a research entitle ‘An Analysis of Compulsory Textbook of Grade Eleven’. The objectives of his research was to find out the extent to which the textbook matches the needs of the students. Both primary and secondary sources were used to gather the data. All the collected data were presented, analyzed and interpreted using mixed method. He found that the textbook is fully appropriate in terms of contents and tasks.

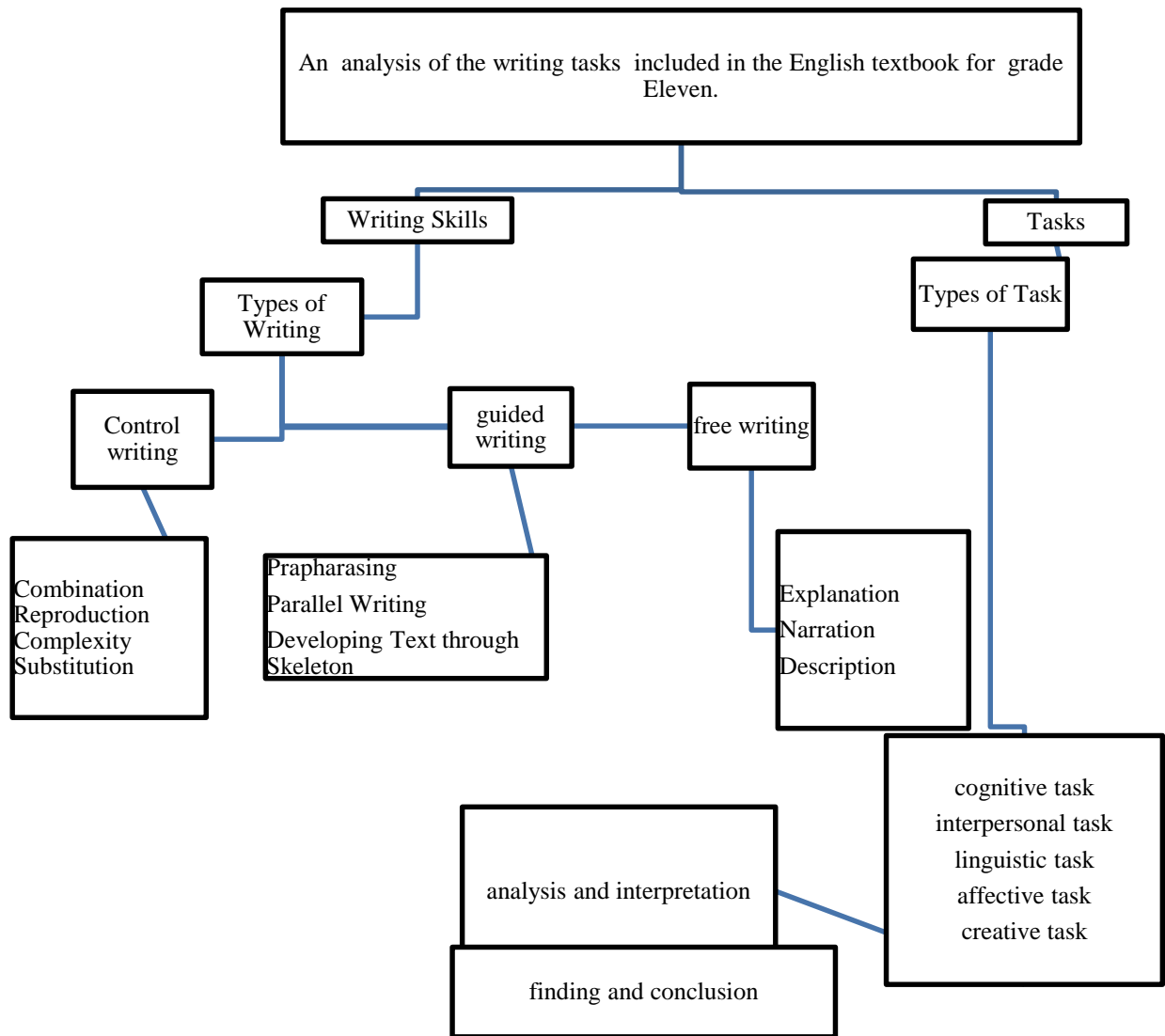
Implication of the Review for the Study

The literature that I have reviewed helped me conceptualize the basic theoretical grounding to conduct this study. In the same way, the study of different research papers related to my study, in terms of their observation of different ideologies embedded in textbooks in general and EFL textbooks in particular, helped me to know the recent development in the field. The theoretical literature review help me to understand the general confusing terms and their influences on the writing tasks. They have enabled me to organize my study by helping the conceptualize the research design, and tools.

Theoretical and Conceptual Framework

A conceptual framework is a very important component of a research. Kumar (2009) views conceptual framework is the representation of the understanding the theories by the researcher and his conceptualization of the relationship between different variables.

After, intensive study of a number of books, theories and resources. I have come up within the following conceptual framework which can be present diagrammatically as below



Chapter 3

Method and Procedure of the Study

This chapter includes the design of the study, sample and sampling strategies, research tools, sources of data, data collection procedures and ethical considerations.

Design of the Study

To reach the real solution of any research problem, there should be system at study by adopting the certain scientific procedure that helped the researcher to achieve the actual goal of research in the successive way. The design for the selected study makes our research more concrete. The number of research designs have been adopted in different sectors such as sociology, political, science, education and so on. Survey research design is one of most prevalent research design in the academic research including education.

Cresswell (2003) defines survey research design is a suitable to describe the existing situation phenomenon, documents and programmer based on samples that represent a population. Similarly, Nunan (1996, p.140) says survey is to obtain a snapshot of condition, attitudes and events at the single point of time. It means to say that the data can be obtained at the particular time and context over the issue. Survey, can be descriptive analytical. Descriptive survey simply goes beyond the counting the number and opinion in statistic way, it also describes the data on variable of interest. Descriptive research involves gathering data that describe phenomena then organize, tabulate and describe. It utilizes elements of both qualitative and quantitative research methodology. On the other hand, analytical survey operates with hypothesized predictor or explanatory variables that are tested for their influence on dependent variable. Standing the above concept this study based on descriptive survey research designed, in which, the writing talks were presented both in simple statistical and descriptive way.

Population, Sample and Sampling Strategy

The population of this study are all the writing tasks included in the English textbook for grade 11 published by Government or Nepal, Ministry of Education,

Science and Technology, Curriculum Development Center Sanothimi, Bhaktapur in 2077. As sample of the study, all writing tasks from the textbook were selected using purposive sampling.

Research Tools

In order to achieve the objectives of the study, I used two sets of check list as the major tool of data collection. Koul (2000) points that the responses to the check list items are the matter of fact not of judgment. The items of the checklist were indicated through documents analysis based on the criteria presented in appendixes.

Sources of Data

I utilized only secondary source of information in this study. English textbook for grade 11 (2077) was the major source of data. Besides that Harmer (2007), Hedge (2008), Ur (2000), Brown(2000), Ellis (2004), Nunan (2004), Richards and Rodgers (2010), Cohen and Morison (2007)River (1978) articles, research studies, internet information related to the topic were used as other secondary source of data.

Data Collection Procedures

In order to collect the data I presented 2 sets of checklist. To achieve the second objective I prepared the checklist based on Harmer (2007) and River (1978) theoretical grounded. Similarly, to the first objective based on Nunan (2004) taxonomy of task types. After making the checklist I read all the written tasks included in the textbook in depth with the help of checklist and fixed the items. Finally, the data will be collected and presented statically and descriptively with example given on the English textbook for grade 11.

Data Analysis and Interpretation Procedures

After collecting the data through checklist, they are analyzed and interpreted both in statically and descriptively. The frequency and presented of the type of writing tasks calculated and tabulated. Then each of the writing task presented descriptively with models examples of writing tasks given to the textbook.

Ethical Considerations

For this study, I have taken the data and information from the various sources. These sources were not only based on my own intended but they were found and collected with the long and regular study. So, I have given both in text citations and references by thinking and matter of plagiarism. I am also very much sure that this study will not be barrier for anyone and its negative effect and pseudo impression.

Chapter 4

Analysis and Interpretation of the Data

This chapter deals with the analysis and interpretation of the data. Data were obtained through the use of the data. Data were obtain on check list and document analysis. The collected data have been analyzed and interpreted using simple statistical tools such as frequency and percentages and descriptively with the model given in the textbook.

An Overview of the writing Task Included in the Textbook

The English textbook for grade eleven included fourty units in total. Each in total. Each chapter consists of writing part before and at the end of the unit. The total numbers of writing tasks and their nature in the textbook are presented in the following table:

Table 1: Overview of the writing task in the textbook

Unit Topic	Nature of the writing activities	Writing Task Practiced on Roused	No. of activities	Page No.
Education And Humanity	Personal narratives	Individual Work	2	9
Community	Paragraph writing	Individual Work	2	19
Media And Society	Paragraph writing	Individual Work	2	26
History And Culture	Table interpretation	Individual Work	2	38
Life And Love	Paragraph writing	Individual Work	1	48
Health And Exercise	Essay Instruction	Individual Work	2	59
Ecology And Development	Personal Letters Essay	Individual/group Work	2	68

Humor And Satire	Argumentative essay	Individual Work	2	75
Democracy And Human Rights	Short biography speech	Individual/group Work	2	84
Home Life And Family Relationship	Writing a diary	Individual Work	2	93
Arts And Creation	Essay	Individual Work	3	104
Fantasy	Narrative events	Individual Work	2	115
Career And Entrepreneurship	Email communication	Individual/group Work	3	124
Power And Politics	Paragraph essay	Individual Work	2	134
War And Peace	Essay	Individual Work	2	142
Critical Thinking	Critical writing	Individual Work	2	149
Globalization And Diaspora	News story	Individual Work	1	157
Immigration And Identity	Book/film review	Individual Work	1	167
Travel And Tourism	Travelogue essay	Individual Work	2	177
Science And Technology			2	186
The Selfish Giant	Interpreting par orthographic text	Individual/group Work	2	199
The Oval Portrait	Critical writing	Individual Work	3	205
God Sees The Truth But Waits	Summary	Individual Work	2	214
The Wish	Story writing	Individual Work	3	219
Civil Peace	Attitude writing	Individual Work	3	226
Two Little Soldiers	Critical writing	Individual Work	2	234
An Astrologers Day	Reasons writing	Individual Work	3	240
Corona Says	Impact writing	Individual Work	5	244
A Red, Red Rose	Feeding and emotional writing	Individual Work	3	247

All The Worlds Ol Stage	Comparison writing	Individual Work	5	250
Who Are You, Little I?	Critical writing	Individual Work	6	252
The Gift In War Time	Cause writing	Individual Work	5	255
Sharing Tradition	Paragraph writing	Individual Work	5	260
How To Live Before You Die	Critical writing	Individual Work	6	267
What I Require From Life	Essay writing	Individual Work	6	273
What Is Poverty?	Essay writing critical writing	Individual Work	2	279
Scientific Research Is A Token Of Humankinds Survival	Summary writing	Individual Work	6	284
Trifles	Critical writing	Individual Work	5	301
A Sunny Morning		Individual Work	6	315
Refund		Individual Work	6	332
Total numbers of writing activities in the textbook			124	

The table 1 shows that the English textbook has included 124 writing tasks in total. The writing tasks are taken from all the topics which are familiar to the students like Travelogue, festivals, habits, behaviors, technology, war, love and so many similarly, the above table reveals that the nature of the writing tasks in the textbook focuses not only on performing them individually but also in the form of pair and group works. This implies that students are given an opportunity to practice writing through different ways.

Types of writing Tasks Included in the Textbook

Since the objective of this study was to identify and analyze the writing tasks included in the English textbook for grade eleven, I attempted to find out the types of

writing tasks and analyzed then in-terms of their frequency, percentage and model example given in the textbook. From that, I prepared a checklist based on the theoretical ground of River (1978) and Harmer (2007). Analyzing the overview writing tasks from table 1, it can be said that writing tasks were practiced in various ways such as individual, pair/group. Similarly, they were designed from various contexts and situations.

To achieve the specified objectives of the writing skill given in the curriculum, the writing tasks in the textbook should be designed including various forms of writing tasks such as controlled, guided and free writing. Similarly, those tasks need to be practiced involving students in individual and group works. From the checklist (see appendix II) and close observation of the textbook, various types of writing tasks have been identified. Overall writing types, their frequency, percentages and model activities from the textbook are presented in the following subheadings:

Controlled Writing Tasks

Controlled writing is a learning model used by teachers where learners are given structured prompts to help them put their writing on the page. It is first used to teach early years students, and comes in handy all throughout schooling. Most controlled writing focuses on the form and technique of writing rather than the content. In controlled writing, the students are encouraged to produce and reproduce the words, sentence or paragraph by imitating or copying from the model given to then the controlled writing tasks are designed through combining, substitution, reproduction and completion. After close observation and analysis of the textbook, Following controlled writing tasks have been identified:

Table 2: Controlled writing task

Controlled writing task					
S.N.	Unit Topic	Writing task	Frequency	Percentage	Page Number
1	➤ Globalization And Diaspora	Community	1	0.80	157
2	➤ All The Worlds A Stage	Substitution	5	3.22	250
3	➤ Corona Says	Competition	5	3.22	244
4	➤ History And Culture	Reproduction	9	7.25	38
	➤ Immigration And Identity				167
	➤ A Sunny Morning				315
Total			20	16.129	

The data in the table 2 indicates that the textbook has included 20 in number (i.e. 16.129%) controlled writing tasks among the total 124 writing tasks.

Reproduction writing was the dominant writing task in comparison to other controlled writings. The table also discloses that all two controlled writing tasks were identified in the textbook.

Combining-controlled writing allows students to combine words, sentences, paragraph or ideas according to their knowledge. It is a pre requisition of developing guided writing tasks to the students. The table 2 shows that combining through controlled writing was fervently used writing, which covers 0.80% in the total 16.129% of controlled writing in the textbook.

Reproduction writing is also a major category of controlled writing. In reproduction students are encouraged to write exactly what they have listened or read.

Analyzing the data given in the table 2, it is seen that 7.25%. Writing tasks are designed through reproduction.

In Nutshell, controlled writing seems more appropriate for the students. Even though. These are the foundation for developing guided writing and free writing for any level of students. The English textbook for grade eleven has also included numbers of controlled writing. Teachers need to organize them appropriately to promoting guided and free writing in the classroom.

Guided Writing Tasks

Guided writing is a teaching approach that allows students of similar abilities to write together in a small group in the style of a mini together. It is a similar activity to shared writing but is a step further toward writing completely independently as children are encouraged to take on individual projects that will provide valuable practice and enhance their skills.

If works well for just about any writing session with students of all ages and abilities. The approach offers children additional guidance, as you might expect and gives teachers or parents more opportunities to track the progress of learners progress. Children receive instant feedback on their writing, giving them more of a chance to improve their work in a proactive way. River (1998) states that guided writing activities design through paraphrasing, parallel and developing text through skeleton. By interstate observation of the textbook. Following guided writing tasks have been identified:

Table 3: Guided Writing

Guided Writing					
S.N.	Unit topic	Writing Task	Frequency	Percentage	Page Number
1	-	Paraphrasing	-	-	-
2	<ul style="list-style-type: none"> ➤ Critical Thinking ➤ The Selfish Giant ➤ The Oval Portrait ➤ Two Little Soldiers ➤ Who Are You, Little I? ➤ How To Live 13before You Die ➤ Trifles ➤ Refund 	Parallel Writing	32	25.80	149 199 205 234 252 267 301 332
3	<ul style="list-style-type: none"> ➤ Health And Exercise ➤ Ecology And Development ➤ Career And Entrepreneurship ➤ War And Peace ➤ God And Technology ➤ God Sees The Truth 	Developing text through Skeleton	13	10.48	59 68 124 142 186 214
Total			45	36.29	

Concerning the guided writing tasks included in the textbook, the data in the table 3 depicts that 45 writing tasks i.e. 36.29% were included in the textbook among 124 writing tasks in total. The table also reveals that parallel writing in the guided writing was frequently designed writing task comparatively than other two guided writing.

Parallel writing is the form of designing guided writing activity. In parallel writing through guided writing tasks students are given the model text and they are asked to reproduce the similar one by substituting certain information, facts or point. In this way, the above table indicates that parallel writing task was the frequently used writing (25.80%) while designing the guided writing tasks in the textbook.

Similarly, developing text through skeleton is another form of guided writing task. In such guided writing task, students are given some basic outlines and on the basis of which they have to produce the fuller text. The table 3 indicates that 13 writing tasks (i.e. 10.48%) were designed developing text through skeleton in the textbook

From the above discussion, it is concluded that guided writing tasks were frequently designed writing task in the textbook. Among the 124 total writing tasks, 45 guided writing tasks (almost 36%) have been identified in the textbook.

Free writing Tasks

Free writing is a writing exercise used by learners to generate ideas without the constrictions of traditional writing structure similar to brainstorming and stream of consciousness writing, Free writing is an entirely open form of writing. However, Free writing occurs in paragraph form. The only constrictions in free writing are that the learners must continue to write for a prescribed amount of time and write about whatever they are thinking.

Free writing is a common pre-writing exercise. It allows the learners to get their ideas on paper without worrying about spellings, grammars or even topics, The learners should not pay attention to read over their works until the time is over. Generally, learners will begin with ten minutes free writes.

Table 4: Free Writing Task

Free Writing Task					
S.N.	Unit topic	Writing task	Frequency	Percentage	Page Number
1	<ul style="list-style-type: none"> ➤ Community ➤ Media And Society ➤ Life And Love ➤ Humor And Satire ➤ Democracy And Human Rights ➤ Power And Politics ➤ Civil Peace ➤ A Red, Red Rose ➤ The Gift In Wartime ➤ Sharing Tradition 	Explanatory	27	21.77	19 26 48 75 84 134 226 247 255 260
2	<ul style="list-style-type: none"> ➤ Education And Humanity ➤ Home Life And Family Relationship ➤ Fantasy ➤ Travel And Tourism 	Narrative	8	6.45	9 93 115 177
3	<ul style="list-style-type: none"> ➤ Arts And Creation ➤ The Wish ➤ An Astrologers Day ➤ What I Require From Life ➤ What Is Poverty: ➤ Scientific Research 	Descriptive	23	18.54	104 219 240 273 279
Total			58	46.77	

The data in the 4 indicates that 58 writing tasks (i.e. 46.77%) were designed through free writing in the textbook. However, narrative writing task is least focused than explanatory and descriptive tasks in the textbook.

Explanatory free writing is a major form of designing free writing tasks. Mostly in this type of free writing, students are given to explain the content or topic with supporting details. The data of the table 4 indicates that explanatory free writing was comparatively less in number than descriptive tasks only, 21.77% explanatory free writing has been identified in the textbook.

Similarly, narrating is another form of the designing free writing. In narration students are asked to narrate the past event freely that can be historical occurrences, stories, programs chronologically. The result of table 4 reveals that 8 writing tasks (i.e. 6.45%) are designed narrative writing in the textbook.

Further, descriptive free writing task offers students to describe the object, pictures, and charts tables according to shape, size, nature and duration. The information given in this writing needs accurate amount of something which conveys the Factual piece of information to the reader. Based on the result of the above table 4 reveals that frequent numbers of free writing tasks 23 (i.e. 18.54%) in the textbook have been designed descriptive free writing.

From the above discussion, it is concluded that free writing was first dominant writing task in the textbook. It comprised 46.77% out of total writing tasks in the textbook. The ultimate goal of teaching writing is developing free writing skill to the students.

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

Nowadays, under the influence of communicative language Teaching most of the global materials try to involve learners in the process of learning by introducing several types of language tasks. Since 1980 TBLT approach has emerged in the field of language pedagogy. Task is the vehicle or key component for L2 processing in TBLT approach.

Keeping the second objective in center i.e. to explore how far the writing tasks are designed based on TBLT approach; I prepared a checklist based on the taxonomy of task presented by Nunan (2004). He has classified the task to the different groups according to the strategies under pinning them. They are cognitive, interpersonal, linguistic, affective and creative tasks. With the help of checklist (See appendix III), I closely observed all 124 writing tasks included in the textbook from the point of Nunan's (2004) task taxonomy. Overall analysis of tasks included in the textbook have been discussed in the following sub-headings:

Cognitive Tasks

Cognitive tasks are those undertakings that require a person to mentally process new information and allow them to recall, retrieve that information from memory and to use that information at a later time in the same or similar situation.

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, inferencing, discriminating and diagramming task (Nunan, 2004). From the close observation of writing tasks in the textbook following cognitive tasks have been identified.

Table 5: Cognitive Tasks

Cognitive Tasks					
S.N.	Unit Topic	Writing Task	Frequency	Percentage	Page Number
1	➤ Corona Says	Classification	5	4.03	244
2	➤ A Red, Red Rose	Predicting	3	2.41	247
3	-	Inducing	-	-	-
4	➤ Humor And Satire ➤ Fantasy ➤ Immigration And Identity ➤ Travel And Tourism	Note taking	7	5.64	75 115 167 177
5	-	Conceptualizing	-	-	-
6	-	Inferencing	-	-	-
7	➤ Critical Thinking ➤ The Selfish Giant ➤ The Oval Portrait ➤ Two Little Soldiers ➤ Who Are You, Little I? ➤ Hoe To Live Before You Die ➤ Trifles ➤ Refund	Discriminating	32	25.80	149 199 205 234 252 267 301 332
8	History And Culture	Diagramming	2	1.61	333
Total			49	39.51	

The data in the table 5 clearly depicts that, 49 writing tasks (i.e. 39.51%) are designed on the cognitive tasks presented by Nunan in the textbook. Among the total 49 tasks, the Discriminating task is more in number that was 32 and 25.80% of the 39.51% than other cognitive tasks. Similarly Note taking and classifying tasks were high frequently designed cognitive tasks in writing. Furthermore, Diagramming, conceptualizing, predicting and classifying were lack in number. Whereas, Inducing conceptualizing and inferencing task are not focused on the textbook writing section.

Interpersonal Tasks

The second category of task presented by Nunan (2004) was interpersonal tasks, which composed of co-operating and role playing. Interpersonal task sound complicated, but these are actually something we do all the time. All it means is that we are communicating on paper with another person. They make student work in pair or group to conduct meaning. They are spontaneous and require negotiation. There by, students use their ideas as well as experiences to reach agreement on negotiation manly co-operating and role playing are the interpersonal tasks.

Table 6: Interpersonal Tasks

Interpersonal Tasks					
S.N.	Unit Topic	Writing Task	Frequency	Percentage	Page Number
1	➤ Ecology And Development ➤ Democracy And Human Right ➤ Science And Technology	Co-Operating	6	4.83	68 84 186
2	➤ Career And Entrepreneurship	Role playing	3	2.41	124
Total			9	7.25	

The data in the table 6 indicates that 9 interpersonal tasks (i.e. 7.25%) are included while designing the writing in the textbook. Among the two different tasks that are co-operating and role play, only the first one has been more identified in

writing section of the text book. So it can be said that lack number of role playing task students may face the problems in expressing their ideas in context sensitive.

Linguistic Task

Linguistic task is also a major task category presented by Nunan in his taxonomy of task. At the core of the technology is linguistic analysis, by which the phonological and morphological units old language are identified and assigned assigned to symbols. Concerning the linguistic tasks, he categorized it into conversational patters, practicing using context, summarizing selective reading and listening and skinning. From the close observation of the writing tasks in the textbook following linguistic tasks have been identified.

Table 7: Linguistic Task

Linguistic Task					
S.N.	Unit Topic	Writing Task	Frequency	Percentage	Page Number
1	➤ The Wish	Conversational pattern	3	2.41	219
2	-	Using Context	-	-	-
3	➤ Community ➤ Media And Society ➤ Life And Love ➤ Power And Politics ➤ Sharing Tradition	Summarizing	12	9.67	19 26 48 134 260
4	➤ God Sees The Truth But Waits ➤ A Sunny Morning		8	6.45	214 315
5	-	Selective listening	-	-	
	-	skimming	-	-	
Total			23	18.54	

The table 7 reveals that 23 writing tasks (i.e.18.54%) are designed based on linguistic tasks among the total tasks. The data in the above table depicts that using context is the dominant linguistic task in comparison to other linguistic tasks in the textbook. Using context task is identified 9.67% among the total 18.54% linguistic tasks in the textbook.

Similarly the data of the table 7 shows that conversational patterns and summarizing task types are used very less in number while designing the writing tasks in the textbook. These tasks are convert 2.41% and 6.45% respectively in the writing section of the textbook.

Further, the table indicates that none writing tasks in the textbook are deigned using the practicing, selective listening and skinning. Absence of such type of language tasks, if can be said that students may face the problem in picking out and presenting the major concept or ideas from the longer text.

Affective Tasks

Affective tasks is another category of task type presented by Nunan. He has divided the affective tasks into three sub groups in personalizing, self evaluating and reflecting. If is argued that adequate exposure of the learners to this set of language tasks would lead the language students into autonomous language learners.

After close analysis of the writing tasks in the textbook, following affective tasks have been identified:

Table 8: Affective Task

Affective Task					
S.N.	Unit topic	Writing task	Frequency	Percentage	Page Number
1	-	Personalizing	-	-	-
2	➤ All The Worlds A Stage ➤ The Gift In War Time	Self- evaluating	10	8.06	250 255
3	➤ Health And Exercise ➤ Globalization And Diaspora	Reflecting	3	2.41	59 157
Total			13	10.48	

The data in the above table indicates that 13 writing tasks (i.e. 10.48%) of affective tasks are included while designing the textbook. Among the total affective tasks, Reflecting is frequently used task comparatively to the other tasks. Self evaluating is identified 8.06% among the total 10.48 % affective tasks in the textbook.

Similarly, the data of the table 8 shows that reflecting task type is used very less in number where as there no task include in the personalizing . Reflecting task was identified 2.41% among the total 10.48% affective task in the textbook.

Creative Tasks

Creative writing is any form of writing that exists outside of journalism, business writing, or academic writing. It expresses learners unique voice, writing style, thoughts, and ideas in an engaging and imaginative manner. It has no boundaries. It gives the learner permission to flex his or her creative muscles and utilize infinite amounts of imagery and imagination within their writing.

Nunan (2004) defines 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. Analyzing the overall writing tasks in the textbook following creative tasks has been identified:

Table 9: Creative Tasks

Creative Tasks					
S.N.	Unit topic	Writing task	Frequency	Percentage	Page Number
1	▶ Education And ▶ Humanity	Brainstorming	29	23.38	9
	▶ Home Life And ▶ Family Relationship				93
	▶ Arts And Creation				104
	▶ War And Peace				142
	▶ Civil Peace				226
	▶ A Red, Red Rose				247
	▶ What I Require From ▶ Life				273
	▶ What Is Poverty?				279
	▶ Scientific Research				284
Total					29

Form the data in the table of, it has been identified that highest numbers of creative tasks. It indicates 29 writing tasks (i.e. 23.38%) of the total tasks of the textbook.

Overall, analyzing the total 124 writing tasks of the textbook, the result of the study shows that around 100 (80.64%) writing tasks are designed based on the Nunan (2004) taxonomy of task types. Among the five major categories of tasks, linguistic and creative tasks are frequently used task type while designing the writing tasks, which comprised 39.51% and 23.38% respectively. Similarly, linguistic tasks are the third dominant task types for designing the writing tasks. It covered 18.52% in the total tasks. Other categories of tasks have been identified comparatively less frequent in number than interpersonal and affective tasks.

Chapter 5

Conclusions and Implications

This chapter consists of findings, conclusion and recommendations. The recommendation have been made to be applicable in various levels based upon the findings and conclusion of the study.

Findings

On the basis of analysis and interpretation of the data, following finding have been derived

From the study, all together 124 writing tasks have been identified. Those tasks were categorized under controlled, guided and free writing.

Free writing was frequently writing tasks in the textbook, which comprised 58 in numbers (i.e. 46.77%) among the total tasks. Similarly, guided writing has been identified that the second dominant task. It consisted 45 in numbers (i.e. 36.29%). Further; controlled writing was comparatively less in number that was 20 in numbers (16.12%).

Similarly, explanatory was the frequently designed free writing, Which comprised 27 in numbers (i.e.21.77%) in total 46.77% free writing in the textbook.

In guided writing, the result of the study showed that parallel writing was the dominant writing. It contained 32 in numbers (i.e. 25.79%) among the total 45 (i.e. 36.29%) writing in the textbook.

In controlled writing the result of the study showed that reproduction writing was the dominant writing. It contained 9 in numbers (i.e. 7.25%) among the total 20 (i.e. 16.12%) controlled writing in the textbook.

Further more, out of 124 different controlled, guided and free writing, approximately 100 writing tasks (i.e. 80.64%) have been identified from the Harmer (2007) Theoretical grounded.

Similarly, among the five different categories of tasks type presented by Nunan, it has been identified that cognitive tasks and creative tasks were used more in numbers than other tasks category. They covered 49 and 39 in numbers (i.e. 39.51% and 23.38%) among the total 124 writing tasks.

It is also identified that non writing and writing tasks were designed before the chapter begin which are not included in this research study.

Finally the result of the study showed that the writing tasks included in the textbook were fully contextualized, practical, creative and useful in real life situation. They were provided students to practice in individual and group, inside and out side the schools work respectively.

Conclusion

In this context, I attempted to study the writing tasks included in the textbook for grade 11 and their nature based on taxonomy of tasks presented by Nunan. I prepared two set of checklist to analyze the writing tasks on the basis of theoretical ground of River, Harmer and Nunan. The collected data were analyzed statistically and descriptively with model given in the textbook.

After analyzing the writing tasks in the textbook the large numbers of writing tasks have been identified. The writing tasks were categorized under controlled, guided and free writing similarly, majority of the writing were designed based on TBLT approach. Those tasks can keep up the students interest and help them achieve their goal in writing.

Finally, teachers must be active in and out of the classroom so that they can help when the learners need some guidance and support while performing the tasks. In the same way, the teachers should organize the tasks while teaching writing in the classroom involving the learners in writing by individual and group way.

Recommendations

On the basis of the major findings and conclusion the following suggestions and recommendation are proposed for different levels;

Policy related: CDC is regarded as the apex body for designing the curriculum and model textbook. So, in the process of textbook preparation, CDC should pay due attention to make the textbook more communicative, practical and goal oriented. After intensive analysis and interpretation, finding and conclusion of the study. Following recommendations have been derived for the policy level:

Large numbers (124) of writing tasks have been identified in the textbook. They were categorized into free writing, guided writing and controlled writing respectively. So, teachers need to organize them appropriately while presenting in the classroom.

Developing the writing competence to the learners, teachers need to involve the learners in various activities such as group discussion, using context brainstorming and so on. Similarly, after completion of the tasks written tasks/language should be analyzed.

While teaching the writing skills teacher should make the classroom purposeful, motivating and learner centered, involving them in group work and project work.

- More creative writing tasks have been included in the text book. It should be primarily focused to check their writing work.
- From the study, it has also identified that the writing tasks are designed including various level topics such as national, international, ICT based, philosophical and various contexts. That's why? Teachers should be more researcher and creative.
- Students also should be more critical, active and serious to do the tasks assigned by teachers and the textbook.

Further Practice related: It is hard to attempt all aspects of writing skill in a single study. So, on the basis of my experience and study of this research I recommend the following related areas of carrying the further study on writing skill and language tasks:

This present study is limited to my own personal judgment, based on the Nunan's taxonomy of task types by filling out the checklist that I made. Thus further research can be carried out based on other scholars taxonomy of tasks.

The teachers and the students practically use the textbook in the classroom. So, survey research on their perceptions on the writing tasks and their complexity and practicability in the classroom can be studied.

- To achieve the actual outcome on writing skill, there should be good combination among curriculum, textbook and writing tasks. So, co-relational research can be done.
- Researcher can conduct the experimental research.
- Similarly comparative study of students performance on writing categories.

Finally, this study provides some insights and motives on researching the language skill especially the writing skill and nature of tasks

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Appendix: I

The general description of the writing tasks and activities in the English Textbook for
Grade 11

Section: I						
Unit	Unit Topic	Nature of the Writing Tasks	Writing tasks practiced in focused	Page	Cover page	No. Of writing tasks
1	Education and Humanity			3		
2	Communication			13		
3	Media and society			22		
4	History and culture			31		
5	Life and love			42		
6	Health and Exercise			53		
7	Ecology and development			62		
8	Hum our and satire			71		
9	Democracy and Human Right			79		
10	Home life and Family R4elationshi			88		
11	Arts and Creation			99		
12	Fantasy			109		
13	Career and Entrepreneurship			118		
14	Power and Politics			130		
15	War and Peace			137		
16	Critical Thinking			145		
17	Globalization and Diaspora			152		
18	Imagination and Identity			162		
19	Travel and Tourism			172		
20	Science and Technology			181		

Section: II

1	Short Stories			193-240		
2	Poems			241-255		
3	Essays			256-284		
4	One Act Plays			285-339		

Appendix: II

Directions: check the indicator whether the textbook included or not the following writing tasks.

Controlled Writing				
No	Items	Yes	No	Remarks
1	Combination	√		
2	Substitution	√		
3	Reproduction	√		
4.	Community	√		

Guided Writing				
1	Paraphrasing		√	
2	Parallel writing	√		
3	Develop Skeleton through Guided	√		

Free Writing				
1	Explanation	√		
2	Narration	√		
3	Description	√		

Appendix: III

Directions: Check the indicator whether the textbook included OR not the following tasks presented by Nunan (2004) While designing writing tasks in the textbook

Cognitive Tasks				
No.	Items	Yes	No	Remark
1	Classification	√		
2	Predicting	√		
3	Inducing		√	
4	Note taking	√		
5	Discriminating	√		
6	Diagramming	√		
7.	Conceptualizing	√		
8.	Inferencing	√		
Interpersonal Tasks				
1	Co-operating	√		
2	Role Playing	√		
Linguistic Tasks				
1	Conversational patterns	√		
2	Using context		√	
	Summarizing	√		
4	Practicing	√		
5	Selective listening		√	
6.	Skimming	√		
Affective Tasks				
1	Personalizing		√	
2	Self evaluating	√		
3	Reflecting	√		
Creative Tasks				
1	Brainstorming			

Appendix: II

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Controlled Writing				
No	Items	Yes	No	Remarks
1	Combination			
2	Substitution			
3	Reproduction			
4.	Community			

Guided Writing				
1	Paraphrasing			
2	Parallel writing			
3	Develop Skeleton through Guided			

Free Writing				
1	Explanation			
2	Narration			
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Cognitive Tasks				
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2	Predicting			
3	Inducing			
4	Note taking			
5	Discriminating			
6	Diagramming			
7.	Conceptualizing			
8.	Inferencing			
Interpersonal Tasks				
1	Co-operating			
2	Role Playing			
Linguistic Tasks				
1	Conversational patterns			
2	Using context			
	Summarizing			
4	Practicing			
5	Selective listening			
6.	Skimming			
Affective Tasks				
1	Personalizing			
2	Self evaluating			
3	Reflecting			
Creative Tasks				
1	Brainstorming			