

CHAPTER ONE

INTRODUCTION

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

General Background

The aim of teaching English is to master the four major language skills, namely: listening, reading, speaking, and writing. These four language skills enable students to take part in information exchange, to establish interpersonal relationship, and to obtain knowledge as well as to enjoy the language artistic of English Nurhadi (2004, p. 200). It is because English has many differences from our native language. Relating to this matter, writing, as one of the language skills stated in the curriculum, is considered as the most difficult and complex skill to learn by students. Students find difficulties in writing in the foreign language rather than in their first language. It is caused by some factors such as vocabulary, language functions, grammar, and style and sociolinguistic. Those factors cannot be ignored in learning writing in English.

The writing skill is one of the most important skills since it represents our thoughts and feelings in a real form and influences other people's understandings toward our ideas. Sipayung (2016) states that students can express their idea into written form. The development of writing is one of the great human inventions. It is difficult for many people to imagine how language nowadays without the presence of writing. When people speak without having any written form, oral literature will abound, much crucial knowledge will be memorized by limited people and

environment, it cannot be delivered widely to others who are different in place and generations. Finally, all of them will pass away. These are very serious problems, because human memory is short-lived. The presence of writing has overcome such problems and allowed communication across miles and through the years and centuries. Writing permits a society to permanently record its poetry, its history and its technology in order to be known and learned by others.

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

Richards (1985, p. 313) claims, "Writing is a system of written symbols which presents the sounds, syllable or words of language". It means all languages of the world, which have their written form, use graphic symbols that represent spoken sounds. Similarly, Bryan (1993, p1) says that in writing the symbols have to be arranged, according to certain conventions to form words and words have to be arranged to form a sentence for communication. From the above ideas, it can be

said that writing is a discourse with certain fixed and carefully organized form of communication.

Writing is far from being a simple matter of transcribing language into written symbols. It is a thinking process in its own right. Writing is a very complex process requiring many composite skills via mental, psychological, theoretical and critical aspects. Supporting its complexity, Nunan (1989) states;

Writing is the extremely complex cognitive activities in which the writer is required to demonstrate control number of variables simultaneously. At the sentence level these include control of content format sentence structure, vocabulary, and spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and texts. (p. 36)

From this quotation, it is understood that writing includes cogitative process. Only knowing structure of writing and vocabulary does not required writing proficiency, it is necessary to know the internal integration of the structures 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. Prescribe textbooks, institutionally prepared material, learners own instructional materials generally serve as the base for much of the language input that learner receive and practice. Beside that the tasks included on the textbook should authentic, practicable and cognitive. Richards (2001) elaborates that the tasks in the textbook should be flexible, and appeal to styles and strategies and should not favor one type of learner over another.

Writing exercises are those activities which are to be done by the learners after doing some classroom activities or after the completion of a particular lesson.

Writing exercises require various skills with the learner because the activities must be completed by generalization and gained knowledge. While designing writing exercises, text book writer must think about the level, interest, environment, ability of the learners. If students find interesting exercises they get engaged and can learn better but if writing exercises are not designed considering learners' intention, interest and so on then teaching and learning activities could not meet the designed objective of education.

Crookes (1986) claims that a task is a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course or at work.

Furthermore, Carroll (2003) defines that any piece of activity in which, a person engages in order to achieve a specifiable class of objectives. Finally, Ellis (2003, p. 5) has summarized the above definitions as follows: "tasks are activities that call for primarily meaning-focused language use".

Some text books are liked by everyone and some others are not because of the presentation and exercises types too. Generally, text book must include various writing exercises which can arouse the students' interest and can learn easily.

Writing exercises must focus known to unknown and simple to complex pattern while designing writing exercises. Other various types of exercises like controlled, guided, free writing exercises are also to be focused in the various lessons. However, in the context of Nepal we could not find various types of exercises according to the level and age of the learners. So, I am interested to know whether the text book of grade seven has these all the quality within its writing exercises or not.

Statement of the Problem

In the twenty first century, numbers of approaches and methods have been emerged in the field of language teaching and learning such as, communicative approach, Task based Language teaching, participatory approach and postmodern pedagogy.

Language textbook plays the central 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, designing the activities and tasks in the textbook appropriately plays crucial role to developing the language.

In the informal discussion made with teachers who use the textbook in different time, I noticed disapprovals about the textbook writing section and nature of tasks. They claimed that there is not equal balance of the writing tasks and some content of the writing tasks are more challenging for the level of the learner. Similarly, they added less numbers of writing tasks. Then, I raise the quarries myself; is really the textbook has not included the equal number of writing exercises? Do the writing exercises are designed based on TBLT approach? In order to address these questions, I think it is better to carry out a research to find out the existing reality of the writing exercises of the new textbook.

Similarly, many researches have been carried out for evaluation and analysis of the physical and academic aspects of the English textbook such as, analysis of the textbook based on physical and academic aspects like paper quality, price, layout, contain coverage of the textbook for grade eight however, yet non-research have been carried out to analyzing the tasks of specific language skill.

Thus, this study will analyze the writing exercises specially focuses on writing skill of the English textbook for grade seven based on TBLT approach. Further, this study will also focus the strength and weakness and nature of writing tasks and their types included in English textbook for grade seven.

Objectives of the Study

The objectives of the present study were as follows:

- I. To identify and analyze the writing exercises included in the English textbook for Grade Seven.
- II. To explore and analyze the writing exercises based on Nunan (2004) taxonomy of task types.
- III. To find out the relation between the exercises included in the textbook and course objectives in the curriculum.

Research Questions

The following research questions will be used in the study:

- a) What are the types of writing exercises included in the English textbook for grade seven?
- b) How far the writing exercises are designed based on Nunan (2004) taxonomy of task types?
- c) How far are the exercises designed in the textbook keeping course objectives of the curriculum?

Significance of the Study

Since this study aims at identifying and analyzing of the writing exercises of the English textbook for grade seven, the finding of the research will be significant for the English language teachers, evaluators, syllabus designers, textbook writers and researchers in several ways.

First, it would provide information on the analysis of the writing exercises in the new grade seven English textbook. Thus, it may raise the teacher awareness about its probable weakness and strength and to enable them to make appropriate adaptation to the materials in their future instruction. Second, the study will identify the types of several tasks and their nature. It will help syllabus designers and textbook writers in making the decisions in providing appropriate writing exercises in the textbook.

Thus, it could be contributing to both acquisition and pedagogical practices.

Delimitations of the Study

It is difficult to include a large area in this small research due to the limited time and resources. Due to the shortage of time, the present study will be confined to the writing skill particularly to the writing exercises included the English textbook for grade seven. The tasks will be analyzed based on TBLT approach particularly based on the Nunan (2004) taxonomy of task types. Similarly, the present study will be carried only the secondary source of data. In the same way, the tools of the research will be only the observational checklist and document analysis.

Operational Definition of the Key Terms

For the sake of clarity, the terms used in this study are defined from operational point of view as following ways:

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

learners of English in improving their linguistic knowledge and communicative ability.

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

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

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

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 Theoretical Literature

This section deals with the different theoretical perspectives related with the topic. I have discussed theoretical insights on language teaching and learning, language skills, teaching writing skills, types of writing exercises, TBLT approach, classification of exercises, Introduction of the English textbook for grade nine, objective of teaching writing for grade nine, role of task-based activities in teaching writing, role of textbook in EFL/ESL classroom in this section.

Teaching Writing Skill

The major purpose of teaching language is to develop the four language skills viz: listening, speaking, reading and writing. Of these, writing is one of the most important skills in learning a new language. It is taken as productive skill. By production, it means to manipulate its mechanism, structuring them into sensible words or units in order to make the reader understand the meaning of such complex effort. Bacon (1987, p. 94) says, "Writing attracts special importance because reading makes a full man, conference a ready man and writing an exact man". From this quotation, it can be claimed that writing is the permanent and powerful medium of communication.

In the same way, Lado (1964, p. 23) mentions that writing is to put down the graphic symbols that represent a language one understands, so that others can read these graphic symbols if they know the language and the graphic representation.

Picture may convey meaning, but they do not represent language units. In addition, Harmer (2007, p. 54) states that 'writing is an activity through which human beings communicate with one other and transmit their accumulated culture from one generation to another.' Thus, writing as an act of transmitting thoughts, feelings and ideas from up here in head to down there on paper since it is a thinking process. It is a very complex process that requires many sub-skills, high degree of organization in the development of ideas and information and high degree of accuracy.

Writing is probably the language skill that is least used by the most people in their native language, and perceived as most difficult but especially important by most of the second or foreign language learners. About the importance and complexity of Second Language (L2) writing, Richards and Renandya (2011) state;

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into readable text. The skill involved in writing are highly complex L2 writers have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, punctuation, word choice and so on (p.56).

Teaching of writing, therefore involve various writing tasks integrated with other skills such as listening, reading and speaking. Only knowing spelling, vocabulary and grammar may not help one to write fluently, creatively and critically. Spelling and pronunciation may be practiced through orthography-based tasks, however composing various genre- based writing discourses, process-based writing may require integrative task.

Graphic representation of pictures or graphic symbols does not constitute writing, unless they form a system of representing the units of a language. Its

patterns should be grasped by the reader. It has been seen in terms of various skills.

According to Munby, (1979, as cited in Sharma and Phyak, 2006, p. 473) the sub skills of writing are;

- a. Manipulation the script of a language Hence, manipulation the script of a language included forming the shape of letter, using the spelling system and using punctuation.
- b. Expressing information explicitly.
- c. Expressing information implicitly through inference and figurative language.
- d. Expressing the communicative value of sentences and structures.
- e. Expressing relations within a sentence using elements of sentence structure and modal auxiliaries.
- f. Expressing relations between parts of a text through lexical and grammatical cohesion devices.
- g. Reducing the text by avoiding irrelevant information.

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

Types of Writing Exercises

Writing is the final product of separate acts that are hugely challenging to learn simultaneously. Students need to be personally involved in writing exercises in order to make the learning experience of the last value. There are some widely used writing exercises presented by River 1978 (as cited in Phyak and Sharma, 2006, pp. 480-508), which are presented in the following ways:

Controlled Writing

Phyak and Sharma, (2006, p 480) "The controlled writing activities are basically grounded on the 'product approach 'of writing, in which students are encouraged to produce and reproduce the words, sentences or paragraphs by imitating or copying from the model given to them." These are controlled in nature; where students have no freedom to express their creativity. Controlled writing activities have been found in various types such as; Combining, Reproduction, Substitution, Completion.

Guided Writing

Guided writing stands as a bridge between controlled and free writing. Phyak and Sharma, (2006, p 481) "Indeed, it is semi controlled writing activity. It includes any writing for which students are given assistance such as a model to follow a plan or outline to expand from a partly-written version with indication of how to complete it". Guided writing leads students towards the final product. In guided writing students have some freedom to present and express their ideas. Different form of guided writing can be presented as Paraphrasing, Parallel Writing, Developing text through Skeleton.

Free Writing

Enabling the learners in free writing is the major goal of teaching writing skill. Byran (1993, p. 86) noted that, "Free writing activities are influenced by various factors like process or product, creative writing and so on". In free writing students have no any restriction to use vocabulary and sentence structures as they like on the given instruction. However, creative thinking and planning plays crucial role to developing free writing skill. In addition, highly autonomous and motivation are the key factors in free writing. White (1991 as cited in Phyak and Sharma 2006)

claims that nevertheless, the ability to write freely and independently, written communication seems poor. The major ways of presenting free writings are: Explanation, Description, Narration.

Task Based Language Teaching (TBLT) Approach for Teaching Writing

Since the language teaching has become a profession, ELT experts try to developing the various methods and approaches in language teaching. Nowadays, under the influence of Communicative Language Teaching (CLT), most global materials try to involve learners in the process of learning by introducing several types of tasks and activities whose aim is to promote learners' interaction in L2 (Ebadi, 2016 p.1). Task based language teaching is widely famous and mostly discussed approach in the field of language pedagogy and second language acquisition since 1980s. The concept of TBLT was first introduced by Prabhu, in his well-known Bangalore project in southern India. He introduces the notion of "procedural syllabus" to define the processes in which learner are engaged through different tasks.

Task-Based Language Teaching (TBLT) makes the performance of meaningful tasks central to the learning process. Richards and Rodgers (2010, p. 223) define TBLT as, "an approach based on the use of tasks as the core unit of planning and instructing in language pedagogy". From his definition, it can be said that task is the vehicle or key component for L2 processing in TBLT approach. TBLT is an approach which provides freedom and autonomy into the learning process. Supporting this concept, Richards and Roger (2010, pp. 223-224) view that language learning is believed to depend on immersing students not merely in "Comprehensible input" but in tasks that require them to negotiate meaning and encourage in naturalistic and meaningful communication. Language tasks help

learner not only input the language but also insight the language in meaningful context.

Definition of Task/Exercise

Learners learn L2 language through the series of exercises. Exercises or tasks are given key components in TBLT approach. Concerning the concept of task, a number of definitions have been offered in the literature that differs quite widely in scope in teaching. Crookes (1986) claims that a task is a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course or at work.

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. Similarly, Nunan (2004, p. 5) has made a distinction between target tasks and pedagogical tasks. According to him, target tasks refer to language use in the world beyond the classroom. Pedagogical tasks, on the other hand, refer to language use that occurs in the classroom. More precisely, pedagogical task is viewed as:

Any structured language learning endeavor which has a particular objective, appropriate contain, a specified working procedure, and a range of outcomes for those who undertake the task. Task therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning - from the simple and brief exercise type to more complex and lengthy activities such as group problem solving or stimulations and decision making. (Breen 1987, as cited by Nunan, 2004, p. 3)

From this perspective, it is automatically safe to state that exposing the EFL/ESL learners to the real tasks and real-world activities is probably one of the most noticeable features of present day's practices of English language teaching.

Classification of Tasks

In TBLT task is the vital component of language pedagogy. Task plays crucial role to construct the meta-linguistic and socio-cultural awareness to language learners. Nunan (2004, p.34) states that "TBLT is an approach which highlights learning to communicate through interaction by introducing authentic texts to learning situation, enhancing the learner's own personal experiences, and linking classroom learning with language activation outside the classroom". 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 (2003, p. 142) has mentioned the following tasks type while designing the target language materials.

Focused and Unfocused Tasks

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

Real World and Pedagogical Tasks

According Ellis (2003, p. 142) "Real world tasks are those language tasks, which are designed to practice the activities seen in the real-world context. They are more authentic and less concerned with the specific features of the L2. "Using the

telephone" can be the example of a real-world task." On the other hand, Pedagogical tasks are designed to develop target language feature in the learner. These tasks are psycholinguistic basis in SLA theory and research. Information gap activity is an example of pedagogical task.

Open and Closed Tasks

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

Cognitive Tasks

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

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

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

Furthermore, Nunan (2004, p. 59) has classified tasks to different groups according to the strategies underpinning them. It is also called taxonomy of tasks type. He divides tasks into five major groups and each one consisting sub-groups.

They are:

Interpersonal Tasks: According to Nunan (2004, p. 60), "Interpersonal task concerns the ways in which learners interact with other learners and people." It constitutes two task types as sub-categories including: cooperating and role playing under interpersonal tasks.

Linguistic Tasks: The third type of task is called linguistic task which in itself include: conversational patterns, practicing, using context, summarizing, selective reading/listening, and skimming.

Affective Tasks: Nunan (2004) divides the affective tasks into three sub-groups which are: personalizing, self-evaluating, and reflecting.

Creative Tasks: By creative tasks, Nunan (2004) mentions brainstorming task, which encourages learners to think of as many new words and ideas as they can. Through the discussion of the above different tasks and their nature presented by various scholars, I will be analyzing the writing tasks included in the English textbook for grade 11 based on the taxonomy of task types presented by Nunan (2004) in this study.

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calling for the encoding or decoding of information into language". Similarly, reasoning tasks involve deriving some new information from the given information through processes of inference, deduction and practical reasoning. Likewise, opinion-gap tasks involve identifying and articulating a personal preference, feeling or attitude in response to a given situation.

Role of Task-based Activities in Teaching Writing Skills

Task-based activities provide learners with opportunities to use the target language in the language classroom, and explore the target language through writing. Taylor (1983) has suggested that task-based activities give students the opportunity to interact with target language directly and use it accurately. In this way, the writing activities can serve as valuable tool in the language teaching and learning process; to develop learners' writing skill. The role of the teacher is central to success of language learners by implementing writing tasks carried on textbook. Ellis (2003, p. 37) states that task-based activities help learners to solve language related problems in real situation focusing on the target language. Learners develop their competence in genuine situation that the teaching- learning processes and the language tasks meet the authentic and real-life situation. Thus, task-based activities offer the opportunity to practice writing inside the classroom, which emphasizes meaning over form. The tasks include in the textbook also should be designed into various way like: information gap tasks, reasoning tasks, problem solving and so on. These activities basically motive the learners that are compatible with the learner-centered educational philosophy. Learners learn writing skills indirectly communicating in it rather than directly studying. It is probably easier to achieve when students are interacting themselves. Therefore, pair and group works are the core point to task-based approach in writing skill.

The Role of Textbook in EFL/ ESL Classroom

Of course, textbooks are potential ingredients in learning the intended curriculum. They are the medium through which teacher and learner communicate with each other in an effort to forward the teaching and learning process. The principal advantages of textbook in EFL/ESL classroom as given by Richards (2001) and Ur (2009) are:

- 1) They provide structure and syllabus for a program,
- 2) They help standardize instructions,
- 3) They provide a variety of learning resource and
- 4) They provide readymade texts and tasks.

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

In most educational system, the relationship that may exist between teacher, students and textbook is extremely important. But, Ur (2009, 174) has added that every learner has their own needs; no single course book can possibly supply these satisfactorily. However, the role of textbook is to service of teachers and learners but not to be their master. The aim of the course book should seek to meet the needs of the learner to the highest degree.

Review of Empirical Literature

Every new task needs knowledge of previous background which can help and direct to reach the new target of findings or ideas. Numbers of researches have been carried out on analyzing the language skills, aspects and language function including the English textbook of various levels and TBLT and its implication.

Karki (2011) conducted a survey research entitled "A Study on Writing Proficiency of Grade Eight Students". The objective of her study was to find out writing proficiency of grade eight students in term of punctuation, vocabulary, grammar, format and spelling. She used survey research design for her study. The population of the study were fifty-four students of grade 8 both private and public schools of Ramichhape district. She administered text randomly to select thirty students as sample of the study. Test items were major tools for data collection. The data were analyzed using statistical tools and the formula $P = \frac{R}{N} \times 100\%$. The major findings of her study were students obtained higher marks in parallel writing than other writing. Similarly, writing proficiency of girls was found better than the boys in both private and public schools. She also found that Private schools' students have better writing proficiency than public school. The difference was between 18.23 percentage.

Similarly, Sharma (2012) carried out a research entitled " Effectiveness of task-based language teaching in teaching writing ". The main objective of his study was to find out the effectiveness of TBLT in teaching writing in secondary level. He used experimental research design for his study. The populations of the study were sixty students of grade nine from Universal Sublime Academy, Baglung. For the sample forty students were selected using random sampling procedure. Test Items were major tools for data collection. He analyzed the score of the pre-test and post-test using simple statistical tool. The major findings of his study were teaching writing through TBA, students were found to be highly motivated and ensured to active participation. He found 22 percentage increased in the average score of second progress test than in the first progress test. It shows very good speed of the students' progress in writing teaching through TBLT approach.

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

Further, Basnet (2016) carried a survey research study entitled "An Analysis of New Textbook for Grade Eight". The major aim of his study was to analyze the textbook in terms of the strength and weakness regarding the academic aspects from the perspectives of teachers and students. The populations of his study were the both private and public schools' students and teacher of Dachhinkali Municipality, Pharping, Kathmandu. Among them thirty English teachers were selected using quota sampling and 40 students from grade eight using non-random sampling procedure as a sample study. The data were collected using questionnaires, opinionnaires and checklist. Data were analyzed both in statistically and descriptively. The major findings of his study were the content inclusion and subject matter of the textbook were found interesting and suit for the level of the

students. The exercises were also based on communicative 30 approach and task-based approach but ratio of the exercises was not appropriate. Grammar and project work activities were found very less in number.

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

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

Likewise, Dhamala (2019) carried out a survey research on "Proficiency of Grade Ten Students on Guided Writing" aimed to find out the proficiency of grade ten students on guided writing in terms of content, grammar, organization, selection of vocabulary and punctuation and compare their proficiency on the basis of schools. She used survey research design to carry out the research work. To meet the objectives of my research I selected forty students from six different schools of Dhanpalthan rural municipality of Morang district by using judgmental sampling procedure. She used test items as a tool for data collection. From the study, it was explored that proficiency of grade ten students on guided writing is not satisfactory in whole but it varies from item to item. The students of grade ten are far more proficient in paragraph writing compared with other items such as news writing, letter writing, story writing and less proficient in narrating events. Students of private schools are found to be more proficient than the students of public schools with variation of 1.27 average mark.

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

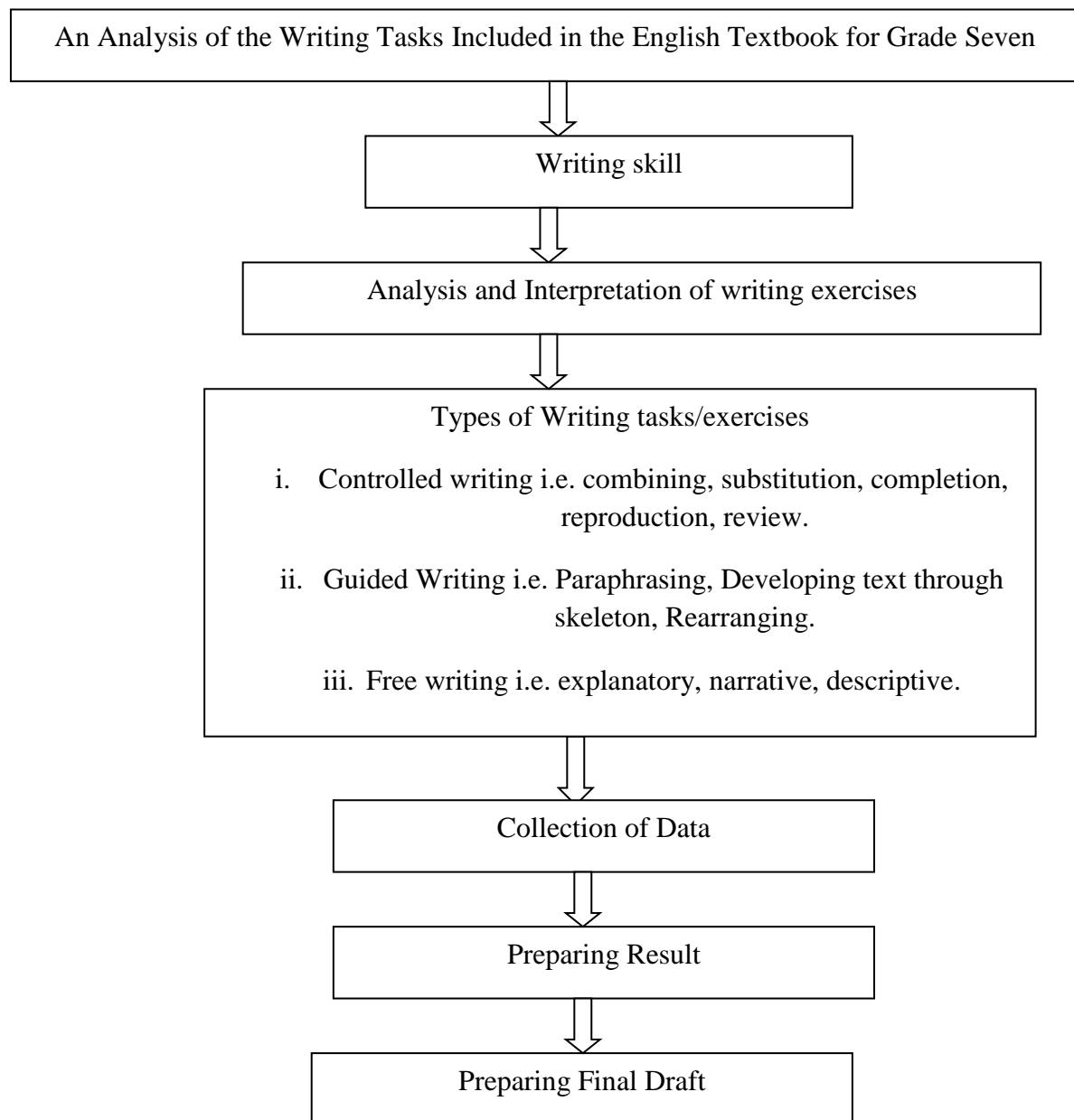
Implication of the Review for the Study

The review of both theoretical and empirical literature has provided me the insights theoretical ground on writing tasks, tasks variation and research problem.

Theoretical literature has made me informed about nature of writing tasks, approaches, types and components of the writing tasks, tasks variables, feature of tasks, role of TBLT in teaching writing skills and general information about the purpose of teaching writing for grade seven students. Similarly, the review of empirical literature helped me to develop the conceptual framework and insight the methodology of the study. The review of Upadhaya (2017), helped me to develop the conceptual framework and developed the data collection tool. Similarly, review of Basnet (2016), helped me to understand the physical and academic aspects of the English textbook for grade eight. In addition, his study also helped me to narrow down the research area. Furthermore, review of Yadav (2016), Karki (2011) and Sharma (2012) helped me to understand the teachers and student's perception toward the TBLT and tasks given in the textbook. These three reviews of the studies also support me to postulate the research question for the study. Similarly, from the review of Giri (2017), I got the ideas to apply the current format of the research report and methodological procedural. Therefore, there is no doubt that previous studied will be beneficial for lubricating the mind of the researcher to expand the knowledge related to the study, prepare tools for the data collection, data analysis and guide the whole proposed study.

Conceptual Framework

Carrying out research needs some framework as the research is carried in order to derive the findings. The researchers need to be familiar with the variables that determine the success of the study. Therefore, the researcher needs to develop a conceptual framework before the actual analysis of the study. After intensive study of a number of books, theories and researches, I have come up with the following conceptual framework which can be presented diagrammatically as below;



CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

Design of the Study

This study was based on text observational research design, in which, the writing exercises of English text-book of grade seven observed, filled checklist and presented both in simple statistical and descriptive way.

Sources of Data

I had used only primary sources of information in this study. English Textbook for Grade Seven (2022) was the major source of data.

Primary Sources of Data

Primary sources for my study was English textbook of grade seven (2022) itself. Textbook of grade seven was taken as a main source of the study and used for the data collection and explanation. It has been recently implemented in the school education by the government. The researcher wanted to analyze for supporting the ELT classes.

Population and Sample

The population of this study was all the writing exercises included in the English textbook for grade seven published by Government of Nepal, CDC in 2022 in order to analyze the textbook in terms of writing exercises.

Sampling Procedure

I had adopted non-random sampling procedures in selecting sample as sample of the study, all writing exercises from the textbook were selected. Hence, sample population is universe. The textbook was selected purposively because this textbook has been recently implemented by the government.

Tools for Data Collection

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

Data Collection Procedure

In order to collect the data, I had prepared checklists. To achieve the first objective, I had prepared the checklist based on Harmer's (2007) and River's (1978) theoretical ground. Similarly, to the second objective I had based on Nunan's (2004) taxonomy of task types. It provided the framework for analyzing the writing exercises of the language textbook. After making the checklist, I read and re-read all the writing exercises included in the textbook in-depth with the help of checklist and fixed the items. Finally, the data were collected and they were presented statistically and descriptively with example given on the English textbook for grade seven.

Data Analysis and Interpretation Procedure

After collecting the data through checklist, they were analyzed and interpreted both in statistically and descriptively. The frequency and percentage of each type of writing exercises were calculated and tabulated.

Ethical Consideration

During my study I took informed consent from the authority to maintain confidentiality regarding the information of textbook analysis. I have not used the data for the sake of other purpose without the permission of the writer except for my research. I have not made any manipulation in collected data. I have not done any harm to the creation while collecting data and have not been analyzed data

subjectively rather I have paid attention on accuracy, honesty, truthfulness of the data in my study. I have given the proper credit to the authors of the books, journals, articles and research works to avoid the risk of plagiarism.

CHAPTER - FOUR

RESULTS AND DISCUSSION

This chapter deals with the analysis and interpretation of the data collected from the text-book of grade seven. Data were collected through the use of observation check list and document analysis for the purpose of finding writing tasks included in the text-book to develop students creative art. The collected data have been analyzed and interpreted using simple statistical tools such as frequency and percentages. Each particular criterion has been described descriptively to draw nature of writing tasks included in the English text book of grade seven.

Results

After rigorous observation, study, analysis of all the writing exercises/tasks included in the English text-book of grade following results have been drawn;

- a) It is found that free writing covered 36.73 percentage, guided writing exercises covered 32.65 percentage and controlled writing exercises covered 30.61 percentage in the English text book of grade seven. (see pie-chart 1).
- b) It is found that there were 49 writing exercises included in the English text book of grade seven. (see table no 1)
- c) It was also found that writing exercises are focused in groups, pairs and individuals. (see table no 1)
- d) Likewise, 15 controlled writing exercises were found in the text where completion items are in more in number i.e 12.24 percentage. (see table 2)
- e) Similarly, 16 guided writing exercises were found in the text where 'developing text through skeleton' were found more in number i.e. 12.24 percentage. (see table 3)

- f) On the other hand, 18 free writing exercises were found in the text where explanatory and descriptive exercises had equal numbers of exercises 7-7 which is 14.28 percentage. (see table 4)
- g) It was found that 95.89 percentage writing tasks or exercises were designed according to Nunan (2004) taxonomy of task in the English text book of grade seven.
- h) It was also found that cognitive writing tasks based on taxonomy type were found covering 20.40 percentage in the English text book of grade seven English text book. (see bar graph 1)
- i) It was also found that total 14.28 percentage interpersonal writing tasks were included in the English text book. (see pie-chart 2)
- j) Similarly, co-operative exercises cover 8.16 percentage and 6.12 percentage role-playing exercises in the English text book of grade seven. (see pie-chart 2)
- k) It was also found that there were 34.69 percentage linguistic exercises/tasks included in the English text book (See bar graph 2)
- l) Similarly, it was found that affective exercises cover 18.36 percentage tasks in the English text book. See pie-chart 3)
- m) It was also found that creative writing exercises cover only 8.16 percentage among the total 95.89 percentage writing exercises included in the English text book of grade seven. (See table no 5).

Discussion

This study has been carried out to find out the writing exercises included in the grade seven English text-book. To find out the writing exercises at first observational check list was prepared and exercises were put according to the nature and frequency was brought. Total analysis of the observational checklist according

the writing tasks of grade seven text-book has been described as below;

Writing Exercises Included in The English Textbook for grade Seven

Writing activities are very important for the development of students' proficiency in creative writing. Nature of writing exercises will affect students' motivation too. If the writing tasks are designed according to the level and interest of the students then objectives of the national education will really fulfill. All the writing tasks included in the text-book of grade seven English book are described here. There are all together nineteen units. Each chapter consists of various aspect of language, i.e reading, pronunciation, speaking, grammar, listening, writing and project work were arranged. The total numbers of writing tasks and their nature in the textbook are presented in the following table:

Table 1

Overview of the Writing Tasks in the Textbook

Unit	Unit Topic	Nature of The Writing Tasks	Writing Tasks Practiced in Focused	No. Of Writing Tasks
1	Job Interview Announcement	A Dialogue Check in Form	Individual	2
2	Story Poem	E-Mail Personal Letter	Individual/Group	3
3	Story Letter to The Editor	Letter to The Editor	Individual	1
4	Festivals of Nepal Email	Description of a Festival Paragraph	Individual	2
5	Story Food Habits	Message Paragraph	Individual	4
6	Holiday Plan Poem	Essay Story	Individual	2
7	News Article Speech	Punctuation Paragraph	Individual	2
8	Story Autobiography	Paragraph Skeleton Story	Group/Individual	2

9	Charts Poem	Interpreting Chart Comparative Paragraph	Individual/Pair	2
10	Leaflet Rules and Regulations	Leaflet School Rules	Individual	3
11	Biography Description of a Place	Biography Description of a Place	Individual	2
12	Description Poem	Paragraph	Individual	2
13	Tory Poem	Story Reordering Paragraph	Individual	3
14	Description of Mt. K2 Prospectus	Description Prospectus	Individual/Pair	3
15	Climate Change Poem	Paragraph	Individual/Pair	3
16	Story Narration of A Party	Story Narration	Individual	3
17	Story Conversation	Punctuation Dialogue	Individual	3
18	Menu Market Place	Menu E-Mail	Individual	2
19	Description of Elephants Operating Instructions	Short Messages Instructions	Individual	5
Total Number of Writing Tasks				49

Table no 1 shows that English text book of grade seven has nineteen units. Each unit consists with reading section, pronunciation section, speaking section, grammar section, listening section, writing section and project work section. All together there found 49 total writing exercises included in the English text book of grade seven. Writing exercises are brought from various topics like job interview, festivals, holidays, autobiography, story, poems and so on. There all the chapter are related to the students needs and interests. It seems these all chapter will encourage students to practice varieties of writing exercises like controlled, guided and free writing too.

Moreover, the above table 1 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. When students are given individual, group and pair work then students can easily develop interpersonal skills, leadership skills, co-operation skills, problem solving skills and social skills too. This implies that students are given an opportunity to practice writing through different ways of interaction with others as friends, teachers, involving in various tasks such as, role playing, reflecting, personalizing and co-operating.

Types of Writing Tasks Included in the Textbook

Learning outcome of the students will depend on the level of tasks designed and presented in the lesson. If the lessons consist varieties of writing tasks students will easily motivate and can learn better. Since the first objective of this study was to identify and analyze the writing exercises included in the English textbook for grade seven, I attempted to find out the types of writing tasks and analyzed them in-terms of their frequency, percentage and model example given in the textbook. For 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 and 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, pair and group works. From the checklist (see appendix II, III and IV) 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 sub- headings:

Controlled Writing Exercises

Controlled writing tasks are basically grounded on the product approach of writing. In controlled writing, the students are encouraged to produce and reproduce the words, sentences or paragraph by imitating or copying from the model given to them. 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

Controlled Writing			
S.N	Writing Tasks	Frequency	Percentage
1	Combining	2	4.08
2	Substitution	3	6.12
3	Completion	6	12.24
4	Reproduction	3	6.12
5	Review	1	2.04
Total		15	30.61

Table no 2 indicates that all together 15 controlled writing exercises are designed out of 49 total writing tasks in the English text book of grade seven. Under controlled writing exercises completion exercises dominated other exercises because it is found that out of 15 controlled writing exercises 6 writing exercises are completion in the nature.

Completion -controlled writing allows students to complete words, sentence or paragraph accordingly to their knowledge. It is a pre-requisition of developing guided writing tasks to the students. The table 2 shows that completion through

controlled writing was frequently used writing, which covers 12.24 percentage in the total 30.61 percentage of controlled writing in the English textbook of grade seven.

One commonly designed completion exercise through controlled writing task in the textbook is shown as below.

Below is a hotel check-in form. Complete the form with your own personal information.

ABC Hotel	
Sundhara, Kathmandu	
Guest Registration Card	
Family Name/Surname:	
Given Name:	
Address:,	
Mobile number:	
Date of birth:	
Arrived from:	Travelling to:
Arrival date:	Time:
Departure date:	Time:
Purpose of visit: <input type="radio"/> Tourist/Holiday	<input type="radio"/> Conference
<input type="radio"/> Business	<input type="radio"/> Personal work
Mode of payment: <input type="radio"/> Cash	<input type="radio"/> Credit card
 Guest's signature


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According to OALD "Combination is a process of merging or joining of different parts of qualities in which component elements are individually distinct". Combining exercises in the controlled writing covers 4.08 percentage out of 30.61 percentage. One of the relevant examples of controlled combining writing exercise is presented as below.

Writing II

A. Read the instructions for washing hands properly. Match the instructions with the correct pictures.

1. Wet the hands with warm or cold running water.
2. Lather with soap between the palms, rubbing them together.
3. Lather and rub the back of the hands.
4. Rub between the fingers.
5. Clean under the nails, ideally using a nail brush.
6. Rinse the hands under running water.
7. Dry thoroughly with a clean towel.



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English Grade 7

English Text Book 7, p.210


On the other hand, under the controlled writing exercises Substitution writing exercise covers 4.08 percentage out of 30.61 percent controlled writing exercises of English text-book of grade seven. (see in table no 2). In the same way, substitution-controlled writing covers 6.12 percentage out of 30.61 percentage of controlled writing exercises.

In the same way, review controlled writing exercise is also selected and presented in the English text book. Review covers only 2.04 percentage out of 30.61 percentage of controlled writing exercises.

Another very much important controlled writing exercise is reproduction writing exercise. Reproduction-controlled writing exercise covers 6.12 percentage

out of 30.61 percentage-controlled writing exercises in the English text book.

Commonly presented reproduction writing exercise is presented as;

 **Writing I**

Prepare a one-page leaflet similar to the above poster on 'How to stay safe from Covid-19?' for the juniors.

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English text book 7, p.49

As a conclusion, controlled writing covered 30.61 percentage and it remains in the third position. Controlled writing comprises various aspects like combination, substitution, completion, reproduction and finally review.

Guided writing exercises

Guided writing stands as semi-controlled writing activity in which students are given assistance such as a model to follow a plan or outlines to expand the partly written version. River (1998) states that guided writing activities design through paraphrasing, parallel and developing text through skeleton. By intensive observation of the textbook, following guided writing tasks have been identified.


Table 3

Guided Writing

Guided Writing			
S.N	Writing Tasks	Frequency	Percentage
1	Paraphrasing	2	4.081
2	Parallel writing	5	10.20
3	Developing text through Skeleton	6	12.24
4	Rearranging	3	5.74
Total		16	32.65

Table no 3 indicates that guided writing exercises repeats 16 times it means there are 32.65 percentage guided writing are graded and mentioned. More writing exercises are given under developing text through skeleton section with 12.24 percentage out of 32.65 total guided writing exercises. And least number of paraphrasing writing exercises i.e. 4.081 percentage are included in the English text book of grade seven English text book.

Paraphrasing writing offers students to change the given version into other different version such as passive voice, polite form, summery, interpretation and so on. The result indicates that among the 16 (i.e. 32.65%) guided writing in the textbook, 4.081 percentage writings have been designed through paraphrasing. One commonly used paraphrasing task from the textbook is shown as below.

 **Writing II**

How do you spend a typical day? Write a paragraph describing what you do from the morning to the evening. Use present simple tense.

English text book 7, p.127

Similarly, Parallel writing is another 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 (table 3) indicates that parallel writing task was the frequently used writing (10.20%) while designing the guided writing tasks in the textbook. Commonly used parallel- guided writing from the textbook is shown as below.

 **Writing II**

Read the *Reading II* once again. And, design a similar prospectus for your school with the help of the given outline. Get help from your teacher. Use a photo if possible.

Introduction: the name, when it was established
Vision: to develop school as a centre of excellence
Mission: to provide quality education to all (inclusive school)
 Major programmes
 Main features (science lab/library/canteen/classroom equipment, etc.)
 Admission process
 Fee structure
 Scholarships

English text book 7, p152

Further, 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 6 writing tasks i.e. 12.24 percentage were designed developing text through skeleton in the textbook. Commonly used skeleton through guided writing task from the textbook can be shown as below.

C. Now, develop a story with the help of the clues given in the correct order below. Give a suitable title too.

A farmer with several sons sons always quarrel the farmer sad
 falls ill and is taken to hospital dying calls all his sons
 gives a bundle of sticks to break all try one by one cannot
 break the father gives the sticks separately..... they break the sticks
 easily moral

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English text book 7, p.170

Similarly, rearranging-guided exercises develops students' consciousness about the sequences of incidents. It also helps students to remember that they have listened and learned earlier. Total 3 times rearranging writing exercises are included

in the English text book of grade seven which is 5.74 percentage out of 32.65 percentage of guided writing.

In a conclusion, we can say the 32.65 percentage guided writing exercises are included in the English text book of grade seven. Which is really enough for the students to develop ideas for the guided writing exercises.

Free Writing Exercises

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

Table 4


Free Writing

Free Writing			
S.N	Writing Tasks	Frequency	Percentage
1	Explanatory	7	14.28
2	Narrative	4	8.16
3	Descriptive	7	14.28
Total		18	36.73%

Table no 4 indicates about the free writing exercises of English text book of grade seven. Total 18 different items i.e. 36.73 percentage of free writing exercises are included in the English textbook of grade seven. Explanatory and descriptive free writing exercises are found equal number i.e. 7 and equal percentage i.e.14.28

percentage. And finally, 4 narrative exercises 8.16 percentage out of 36.73 percentage are included in the English text book of grade seven.

Explanatory free writing is also 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 more in number than narrative tasks. In total 14.28 percentage explanatory exercises out of 36.73 percentage of free writing has been identified in the textbook. Commonly used free writing in explanation in the textbook is shown as below:

 **Writing II**

Work in pairs and discuss. What will the earth be like in 20 years time? Focus your attention to the issues below:

rapid population growth
cutting down of trees/deforestation
increased pollution
reduction of fuel production

Now, based on the ideas you have collected, write a paragraph on 'The Future of the Earth'.

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English text book 7, p163

Similarly, narrating is another form of the designing free writing. In narration, students are asked to narrate the past events freely that can be historical occurrences, stories, programs chronologically. The result of table 4 reveals that 4 writing tasks (i.e. 8.16%) were designed narrative writing in the textbook. One commonly designed narrative task in the textbook is shown as below.

Writing II

Which events do you celebrate at your school: Children's Day, Democracy Day, School Day, etc? Choose one and recall how it was celebrated last year. Write a paragraph about it. Use past tense.

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English text book 7, p.44

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 number of free writing tasks 7 items i.e. 14.28 percentage in the textbook have been designed descriptive free writing out of total 36.73 percentage free writing tasks. One model example from the textbook is shown in the figure below:

Writing I

Look at the pictures below. What are the people doing? What may happen in the future there? What might be the results? Make notes and write a paragraph for each.

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Free, Guided and Controlled Writing Included in the English Text Book of Grade Seven English Text Book

Generally, four language skills i.e. listening, speaking as a primary skill and reading and writing as a secondary skill are given tough priority while writing and designing a particular text book for a specific class. Our prime concern was to find our only writing exercises included in the English text book of grade seven.

Observational check list was prepared and text book was observed from three perspective of writing parameters i.e. controlled, guided and free writing exercises of English text book of grade seven. Percentage covered by controlled, guided and free writing is presented in the following pie chart;

Figure 1

Controlled, Guided and Free Writing

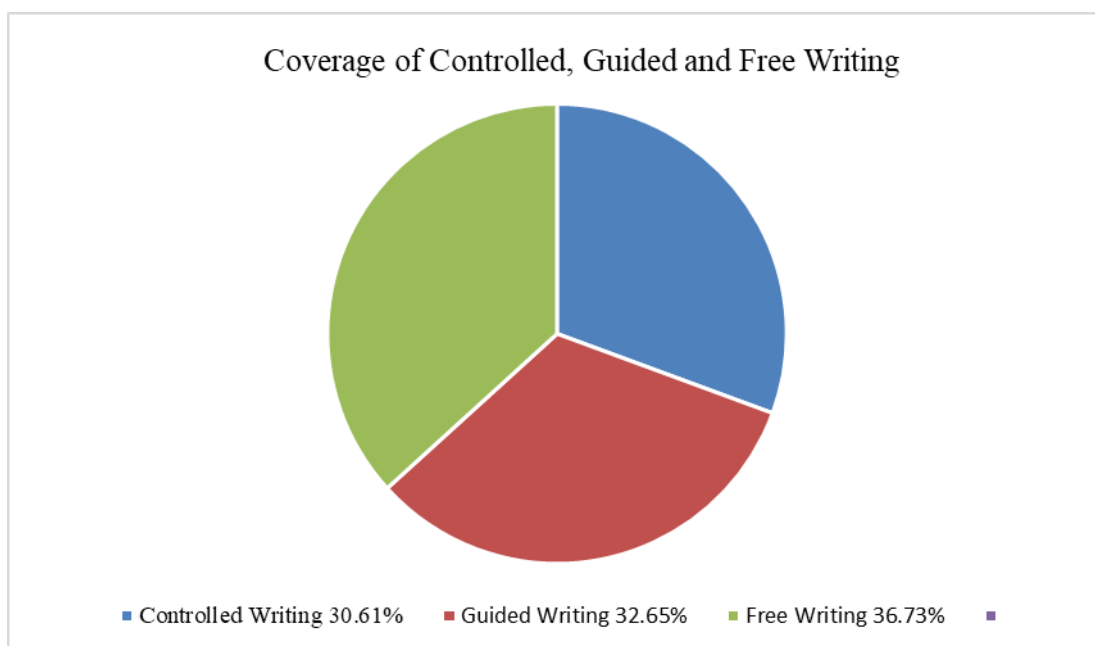


Figure 1 shows that English text book of grade seven has given tough priority in free writing exercises because free writing exercises cover 36.73 percentage out of 100 percentage of the writing exercises in the text. Similarly, guided writing

exercises follow free writing exercises with 32.65 percentage which is only 4.08 percentage less than free writing exercises.

Likewise, controlled writing exercises are also designed with due respect because it covers 30.61 percentage of writing exercises out of 100 percentage exercises of the text book of grade seven which is 2.04 percentage less than guided writing and 6.12 percentage less than the free writing exercises.

In a conclusion, free writing covers 36.73 percentage, guided writing exercises covers 32.65 percentage and controlled writing exercises covers 30.61 percentage. So, we can say that this English text book of grade seven published in 2022 has very good qualities of writing exercises because it has given top priority in free writing exercises second guided and third controlled exercises which is really very much necessary to develop competency in writing activities to the students.

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

Due to the globalization of science and technology, educational activities are also started to be taught through community language theory and task-based language teaching. When students are given opportunities to practice writing tasks on the basis of TBLT then students will develop better ideas in writing skills. 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

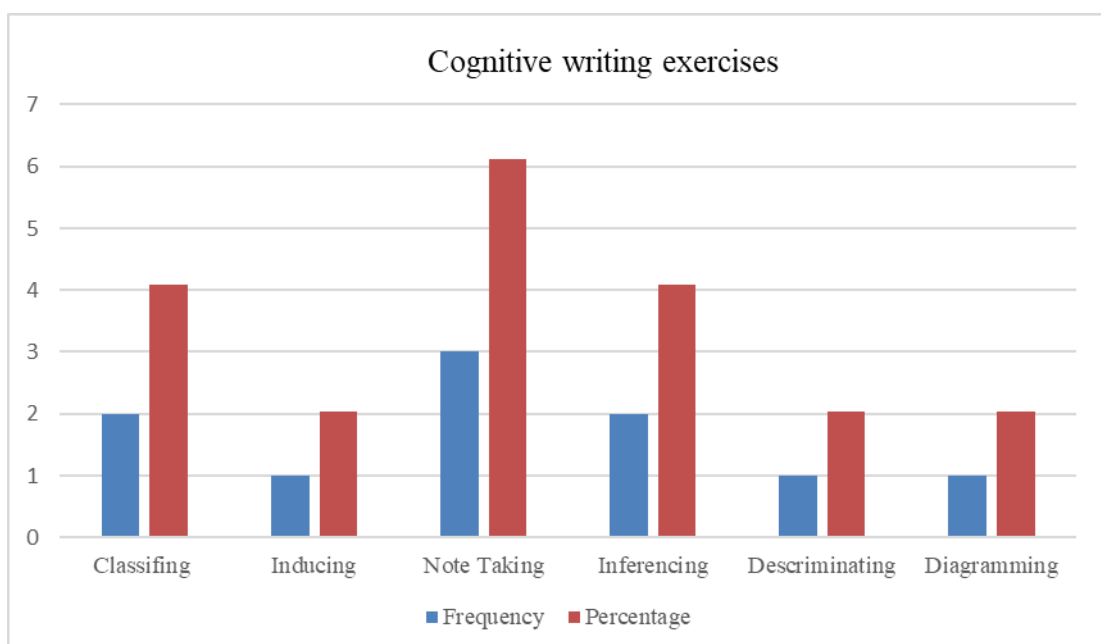
different groups according to the strategies underpinning them. They were cognitive tasks, interpersonal tasks, linguistic tasks, affective tasks and creative task. With the help of checklist (see appendix V, VI, VII, VIII, IX), I closely observed all 49 writing tasks included in the textbook from the point of Nunan's (2004) task taxonomy. Overall analyses of tasks included in the textbook have been discussed in the following sub-headings:

Cognitive Writing Exercises/Tasks

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

Figure 2

Cognitive Writing Exercises



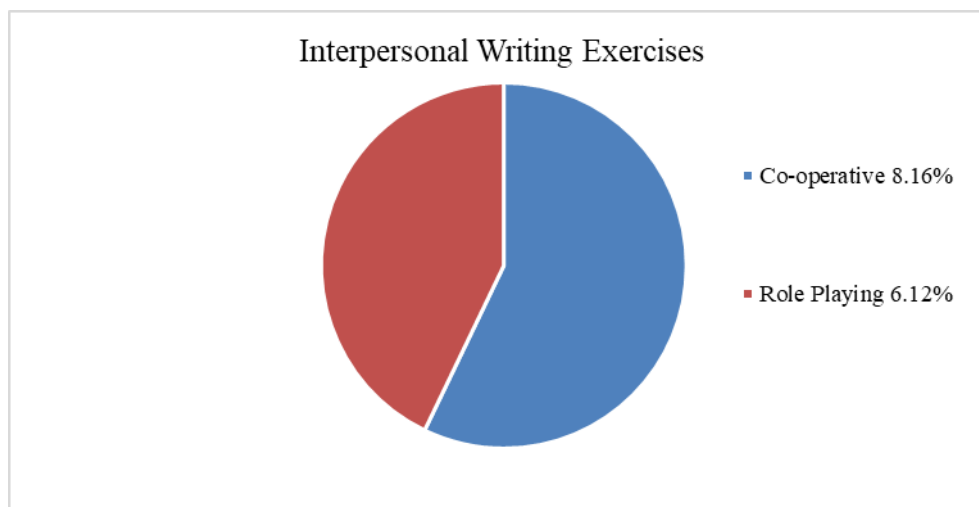
This above-mentioned Figure 2 indicates that 3 note taking tasks were found having high frequency than other which is 6.12 percentage. Similarly, inferencing and classifying writing tasks were also found equal in number i.e.2 and 4.08 percentage. In the same way inducing and diagramming writing exercises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

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

Interpersonal Writing Tasks/exercises

The second category of task presented by Nunan (2004) was interpersonal task, which composed of co- operating and role playing. Intrapersonal tasks make students work in pairs or group to construct meaning. In other word interpersonal tasks are spontaneous and require negotiation. Thereby, students use their ideas as well as experiences to reach agreement on negotiation the meaning using the target language. Co-operating as an intrapersonal task, which is particularly effective in language learning due to the reason that it motives the students to communicate to each other in performing the ideas with each other. Analyzing the overall writing tasks in the textbook, following interpersonal tasks have been identified:

Figure 3

Interpersonal Writing Exercises

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

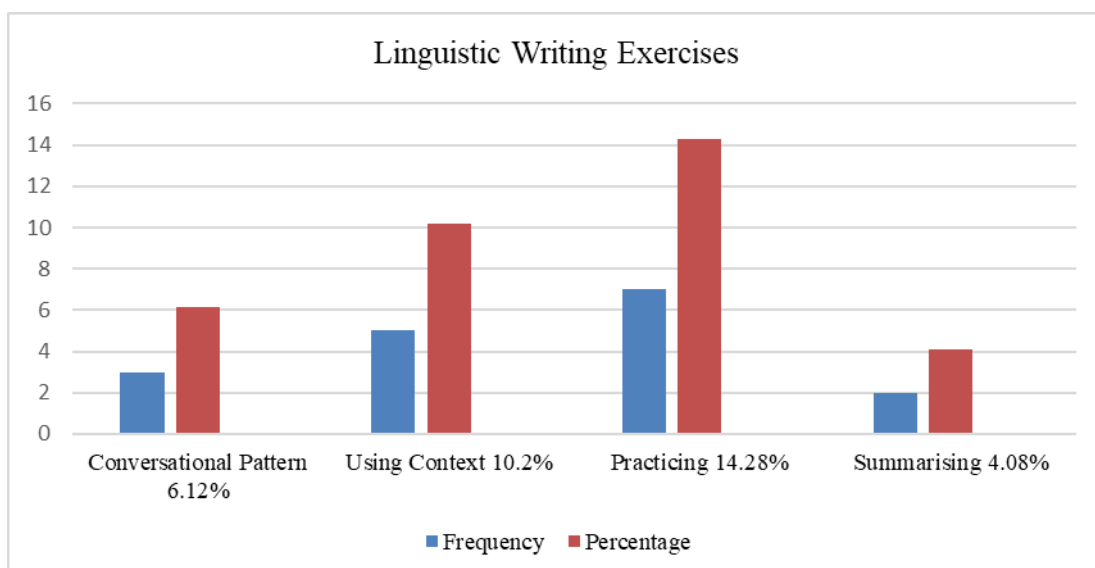
In conclusion, English textbook of grade seven has also focused for the students` interpersonal tasks through co-operating and role-playing tasks with due respect. If teachers are able to focus these types of tasks in the language class then students can easily develop their behavioral representation. But while I went some others book review I did not see much focused on the interpersonal tasks for the better development of students writing skills and their sub-skills.

Linguistic Writing Tasks/Exercises

Linguistic task is also a major task category presented by Nunan in his taxonomy of task. Concerning the linguistic tasks, he categorized it into conversational patterns, practicing, using context, summarizing, selective reading and listening and skimming. Particularly, linguistic tasks practiced to the students developing to linguistic ability in various contexts. From the close observation of the writing exercises in the textbook following linguistic exercises have been identified:

Figure 4

Linguistic Writing Exercises



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

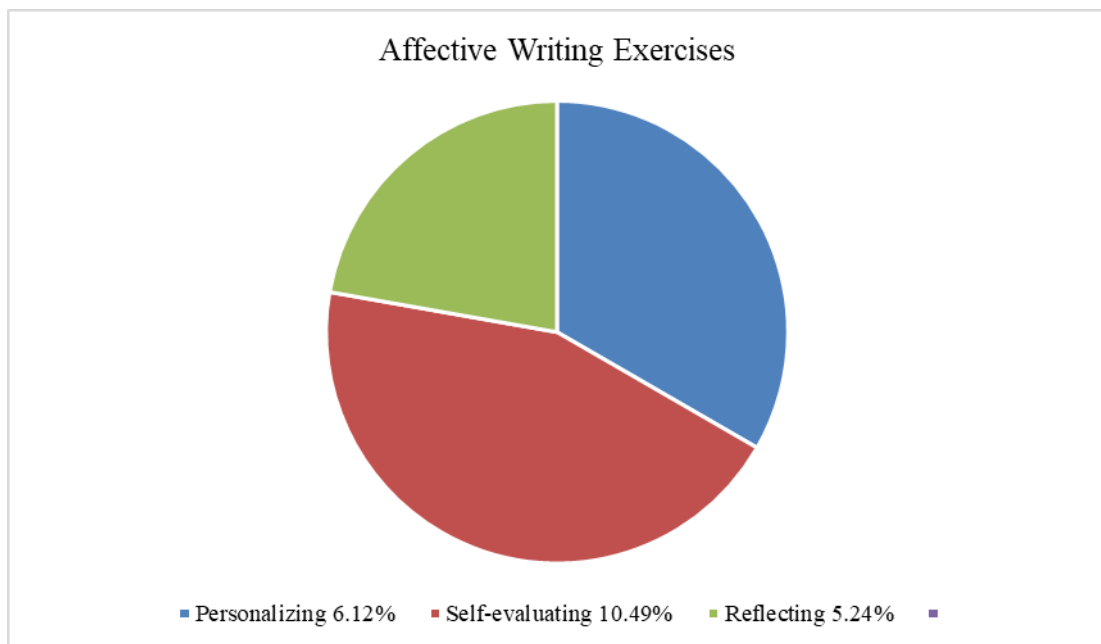
Similarly, other items like using context to involve in the writing tasks were found 10.02 percentage which is very good to develop writing habit and linguistic competency. Likewise, 6.12 percentage conversational writing tasks were found where students need to work in group and pair to complete writing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

In conclusion, language book must have various features like creative, close and open-ended tasks, cognitive tasks, linguistic tasks, affective tasks and so on for the development of writing skills. This English textbook grade seven provides students opportunities to strengthen their linguistics competence because we found features of practicing language with highest percentage i.e. 14.28 percentage and 4.08 percentage of summarizing language features. But while reviewing other researches and journal I did not find such a management for the development of language skill i.e. writing through writing exercises. So, this text book will surely be helpful for the development of writing skills for the pupils of grade seven.

Affective Writing Exercises/Tasks

Affective task 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. It 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:

Figure 5

Affective Writing Exercises

This above mention charts no 5 indicated that affecting writing exercises includes personalizing, self-motivating and reflecting. Affective writing exercises covers 18.36 percentage tasks in the English text book of grade seven. Self-evaluation makes students conscious in the life and be serious in the teaching and learning activities as they understand their mistakes and errors. In the affecting writing tasks, self-evaluation exercises were found more in number i.e. 10.49 percentage which may greatly support to shape students` good habits and discipline as well.

Similarly, personalizing writing tasks were found 6.12 percentage and very a few numbers of reflecting exercises i.e.5.24 percentage were found. This situation may not help students to reflect in behavior what they have learnt and what may be the need at school and in the society too.

Creative Writing Exercises/Tasks

Creative task is the final category of learners' strategic task type presented by Nunan in his taxonomy of task. In creative tasks, learners use language to expressing creative skill a bit thinking than copying or guiding. Nunan (2004, p. 61) 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 task has been identified:

Table 5

Creative Writing Exercises

Creative Writing Exercises			
S.N	Writing Tasks	Frequency	Percentage
1	Brainstorming	4	8.16
	Total	4	8.16

This table 5 indicates about the creative writing tasks. From the data, it has been identified that least numbers of creative tasks i.e. brainstorming was used while designing the writing tasks in the textbook. It covers only 8.16 percentage among the total 95.89 percentage tasks.

Overall, analyzing the total 49 writing tasks of the textbook, the result of the study shows that around 40 (95.89%) writing tasks were designed based on the Nunan (2004) taxonomy of task types. Among the five major categories of tasks, linguistic tasks were frequently used task type while designing the writing tasks, which comprised 34.69 percentage. Similarly, cognitive tasks were the second dominant task types for designing the writing tasks. It covered 20.40 percentage in

total tasks. Other categories of tasks presented by Nunan (2004) have been identified comparatively less frequent in number than linguistic and cognitive tasks.

Relation Between Exercises in the Text Book and Course Objectives

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

This curriculum aims to enable the students to exchange their ideas with the people who speak or write English. It also aims to expose the students to the vast treasure of knowledge and pleasure available in both written and spoken English. The major focus of this curriculum is on language skills viz. listening, speaking, reading and writing and, thus, it aims to develop communicative competence on the part of students. The students learning English in this grade will develop their linguistic base in English for their further studies.

- Curriculum has given due attention for write as an intended purpose and audience by generating, gathering, and organizing ideas and information and demonstrate good control of vocabulary and syntax to express basic communicative needs. To meet these objectives of the curriculum text book as generated various focused and unfocused writing activities.
- Curriculum of grade seven focuses various writing tasks like write personal letters and simple official letters, write simple instructions, interpret charts, tables and diagrams, opinions about topics of personal interest write short,

simple biographies write simple stories based on the given picture or text or both, write simple essays on topics of interest.

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

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

CHAPTER - FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

The present study was conducted to identify and analyze writing exercises included in the English text-book of grade seven and explore how far writing exercises are designed based on Nunan (2004) taxonomy of the task type. Data collected from the observational check list and writing exercises were calculated, analyzed and presented through table, charts and bars. Finally, the researchers studied collected data seriously and the summary of the study is given as follow:

- It is found that free writing exercises covered 36.73 percentage, guided writing exercises covered 32.65 percentage and controlled writing exercises covered 30.61 percentage in the English text book.
- It is found that there were 49 writing exercises included in the English text book.
- Likewise, 15 controlled writing exercises were found in the textbook.
- Similarly, 16 guided writing exercises were found in the textbook.
- On the other hand, 18 free writing exercises were found in the textbook.
- It was found that 95.89 writing tasks or exercises were designed according to Nunan (2004) taxonomy of task.
- It was also found that total 14.28 percentage interpersonal writing tasks were included in the English textbook.
- Similarly, co-operative exercises cover 8.16 percentage and 6.12 percentage role-playing exercises in the English text book of grade seven.

Conclusions

Writing is one of the important skills of language. It is taken as productive and secondary skill of language. It is an act of transmitting thoughts, feelings and

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

In this context, I attempted to study the writing tasks included in the textbook for grade seven and their nature based on taxonomy of tasks presented by Nunan. I prepared two set of check list 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, 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, teacher must be active in the classroom so that they can help when the learners need some guidance while performing the tasks. In the same way, teacher should organize the tasks while teaching writing in the classroom involving the learners in writing by pair, group and individual way.

If we discuss about the strengths and weakness of the English text book of grade seven following strengths were found;

Strengths of English Textbook Grade Seven

- Cultural contents are focused in the textbook and given students wider opportunities to involve our multicultural society. That really develop unity and cooperation among the heterogeneous students of the classroom.
- Book has given wider exercises for comprehensible inputs

- Adequate subject matter is presented according to the level and interest of the pupils.
- Text book uses of suitable and comprehensible language.
- Interesting and attractive writing exercises are found.
- Pictures and illustrations will really support students to generate meaning.
- Age-appropriate materials are focused.
- Use of appropriate vocabulary with glossary at the end of the text book.

Weakness of English Textbook of Grade Seven

- Textbook has focused very few activities for some writing activities like pair and group work.
- Writing exercises must motivate students for active participation in the project work but these activities are not focused in greater pressure.
- More roleplaying and pre-production activities should be included for the creative writing of the students. But these activities are also neglected somehow.
- Pare quality if also very poor.
- Very few cognitive writing activities are focused that may not strength students situational use of language.

Implication

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

Policy Level

CDC is regarded as the apex body for designing the textbook for school level. So, in the process of textbook preparation, CDC should be 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:

- Some major tasks that TBLT approach offers such as summarizing, role playing, concept mapping was found in less number in the writing section of the textbook. Thus, while designing the textbook, the textbook writer and syllabus designers are suggested to include those tasks in writing section as many as possible.
- The role of teacher is center to success of language learners by implementing writing tasks carried on textbook. If teachers trained about how to carry out classroom activities to develop writing exercises included in the textbook then teaching and learning outcome will meet the objectives of the curriculum. Thus, CDC should be provided some training packages to deal with the tasks appropriately to all the ELT teachers.

Practice Level

Both the teachers and students are the stakeholders for practice level of textbook. After close analysis of writing tasks in the textbook and findings of the study, following recommendations have been driven for practice level:

- Large numbers (49) of writing exercises have been identified in the textbook. They were categorized into controlled, guided and free writing respectively. So, teachers need to organize them appropriately while presenting in the classroom.
- Designing more than 95.89% writing tasks using the TBLT approach actually shows the textbook offers CLT method in the classroom. Thus, developing the writing competence to the students, teachers need to involve the learners in various activities such as, role playing, group discussion, using context.

- From the study, it has also identified that the writing tasks are designed including various topics. That's why, teachers should be aware of multicultural language and context while teaching the language.
- Students also should be more critical, active and serious to do the tasks assigned by teachers and the textbook.

Further Research

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 following related area of carrying the further study on writing skill and language tasks:

- Students and teachers' perceptions on the writing tasks,
- Writing tasks included in school curriculum,
- Teaching writing skill via TBLT approach,
- Comparative study of students' performance on guided or controlled writing

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Appendix: I Check list

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

Unit	Unit Topic	Nature of the writing tasks	Writing Tasks practiced in focused	No. of writing tasks
1	Job interview Announcement	A dialogue Check in form	Individual	2
2	Story Poem	E-mail Personal letter	Individual/Group	3
3	Story Letter to the editor	Letter to the editor	Individual	1
4	Festivals of Nepal Email	Description of a festival Paragraph	Individual	2
5	Story Food Habits	Message Paragraph	individual	4
6	Holiday plan Poem	Essay Story	Individual	2
7	News article Speech	Punctuation Paragraph	Individual	2
8	Story Autobiography	Paragraph Skeleton story	Group/Individual	2
9	Charts Poem	Interpreting chart Comparative paragraph	Individual/Pair	2
10	Leaflet Rules and regulations	Leaflet School rules	Individual	3
11	Biography Description of a place	Biography Description of a place	Individual	2
12	Description Poem	Paragraph	Individual	2
13	Story Poem	Story Reordering Paragraph	Individual	3
14	Description of Mt. K2 Prospectus	Description Prospectus	Individual/Pair	3
15	Climate change Poem	paragraph	Individual/Pair	3

16	Story Narration of a party	Story Narration	Individual	3
17	Story Conversation	Punctuation Dialogue	Individual	3
18	Menu Market place	Menu E-mail	Individual	2
19	Description of elephants Operating instructions	Short messages Instructions	Individual	5
Total Number of writing tasks				49

Appendix II

Controlled Writing

Controlled Writing			
S.N	Writing Tasks	Frequency	Percentage
1	Combining	2	4.08
2	Substitution	3	6.12
3	Completion	6	12.24
4	Reproduction	3	6.12
5	Review	1	2.04
Total		15	30.61%

Appendix III

Guided Writing

Guided Writing			
S.N	Writing Tasks	Frequency	Percentage
1	Paraphrasing	2	4.081
2	Parallel writing	5	10.20
3	Developing text through Skeleton	6	12.24
4	Rearranging	3	5.74
Total		16	32.65%

Appendix IV

Free Writing

Free Writing			
S.N	Writing Tasks	Frequency	Percentage
1	Explanatory	7	14.28
2	Narrative	4	8.16
3	Descriptive	7	14.28
Total		18	36.73%

Appendix V

Cognitive Tasks According to Nunan (2004)

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

Appendix VI

Interpersonal Tasks According to Nunan (2004)

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

Appendix VII

Linguistic Tasks According to Nunan (2004)

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

Appendix VIII

Affective Tasks According to Nunan (2004)

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

Appendix IX

Creative Tasks According to Nunan (2004)

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