

**AN ANALYSIS OF WRITING TASKS INCLUDED IN THE
ENGLISH TEXTBOOK FOR GRADE EIGHT**

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

**Submitted by
Sushil Adhikari**

**Faculty of Education
Department of English Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2018**

**AN ANALYSIS OF WRITING TASKS INCLUDED IN THE ENGLISH
TEXTBOOK FOR GRADE EIGHT**

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

**Submitted by
Sushil Adhikari**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2018**

**T.U. Reg. No: 9-2-312-81-2010
4th Semester Examination
Roll No: 28710212/072**

**Date of approval of the
Thesis Proposal: 3 July 2017
Date of Submission: 17 Feb 2018**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Sushil Adhikari** has prepared this thesis entitled **An Analysis of Writing Tasks Included in the English Textbook for Grade Eight** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 17 Feb 2018

.....

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant

Department of English Education

Faculty of Education

Tribhuvan University, Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee**.

Signature

Dr. Prem Bahadur Phyak

Lecturer and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

(Chairperson)

Dr. Anjana Bhattarai

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

(Member)

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant

Department of English Education

Tribhuvan University, Kirtipur

.....

(Member)

Date: 3 July, 2017

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Prem Bahadur Phyak

Lecturer and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

(Chairperson)

Dr. Chandrashower Mishra

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

(Expert)

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant

Department of English Education

Tribhuvan University, Kirtipur

.....

(Member)

Date: 9 March 2018

DECLARATION

I hereby announce that this thesis is my own work. I solemnly declare that this thesis is not submitted to any other institution for the awards of any academic degree.

Date: 17 Feb 2018

.....

Sushil Adhikari

DADICATION

Dedicated

To

My Parents, Brother and My Daughter Sophia

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to **Mr. Guru Parsad Poudel**, Teaching Assistant, Department of English Education, University Campus, T.U, Kirtipur for his unreserved guidance, constructive comments and invaluable encouragement throughout the study. I heartily acknowledge his valuable instruction, suggestion and co-operation for completing the research work. Actually, I feel fortunate to have the opportunity to work with him.

I am equally indebted to **Dr. Prem Bahadur Phyak**, Lecturer and Head, Department of English Education, T.U., for his co-operation and valuable suggestion to accomplish this study.

My special thanks go to **Dr. Chandreshwar Mishra**, Professor, Department of English Education, TU, Kirtipur for his genuine suggestions and constructive feedback during the thesis viva. I have no words to extend my sincere gratitude for his patience, proper guidance and supervisions that really inspired me to improve my research work.

I am indebted to **Prof. Dr. Anju Giri, Prof. Dr Anjana Bhattarai, Prof. Dr. Laxmi Bhadur Maharjan, Prof. Dr. Bal Mukanda Bhandari, Dr. Ram Ekwel Singh, Mr. Raj Narayan Yadav, Dr. Purna Bhadur Kandel, Mrs. Madhu Neupana, Mr. Bhes Raj Pokheral, Mr. Laxmi Ojha, Mr. Khem Raj Joshi, Mr. Ashok Sapkota, Mr. Resham Acharya** and other teachers of Department of English Education, Tribhuvan University, Kirtipur for their invaluable and inspirational suggestions feedback, and instructions to accomplish this study.

I feel a deep sense of gratitude to my elder brother **Mr. Keshab Adhikari** and profoundly indebted to my parents for their inspiration, support and co-operation in writing this thesis. I am also thankful to my friends **Mr. Prem Parajuli, Mr. Bikash Pokhral, Nikesh Pandey** and all those supporters from whom I received direct and indirect support and encouragement to complete this entire work.

Lastly, I duly acknowledge the authors whose ideas are borrowed and cited in this study.

Sushil Adhikari

ABSTRACT

The present study on **An Analysis of Writing Tasks Included in the English Textbook for Grade Eight** aimed to identify and analyze the writing tasks included in the English textbook for grade eight and to explore how far the writing tasks are designed based on Nunan (2004) taxonomy of task types. Keeping the objectives in centre, I incorporated all the writing tasks included in the textbook as a sample. In order to collect the data, I prepared two sets of checklist on the basis of the theoretical framework given by Harmer (2007), River (1978) and Nunan (2004). Only secondary sources of data were used in this research. The collected data were analyzed and interpreted both statistically and descriptively in different sections. From the result of the study, it has been found that the textbook has included the variety of writing tasks, which were categorized under controlled, guided and free writing tasks. Similarly, it was found that guided writing tasks were frequently used writing against controlled and free writing tasks in the textbook. On the other hand, analyzing the total 46 guided, controlled and free writing tasks, it was found that 40 writing tasks (about 90%) were designed based on Nunan's (2004) taxonomy of task types. Among the five categories of tasks types as: cognitive, interpersonal, linguistic, affective and creative tasks, linguistic tasks were frequently used task type while designing the writing tasks in the textbook.

This study has been divided into four chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, second chapter of the study consists of review of the theoretical and empirical literature, implication of the study and conceptual framework. in addition the third chapter incorporates the method and procedure of the study followed by design of the study, sample and sample procedure, research tools, source of data, data collection procedures, data analysis procedure and ethical considerations. Similarly, the forth chapter consists analysis and interpretation of the result. Lastly, fifth chapter deals with the findings, conclusion and recommendations in policy related, practice related and further research related.

TABLE OF CONTENTS

	<i>Page No</i>
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Approval</i>	<i>iii</i>
<i>Evaluation and approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Symbols and Abbreviations</i>	<i>xii</i>
CHAPTER ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statement of the Problems	3
1.3 Objectives of the Study	4
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Operational Definitions of the Key Terms	6
CHAPTER TWO: REVIEW OF THE RELATED LITURATURE AND CONCEPTUAL FRAMEWORK	7-32
2.1 Review of Theoretical Literature	7
2.1.1 Language Teaching and Learning	7
2.1.2 Language Skills	9
2.1.3 Teaching of Writing Skill	10
2.1.3.1 Components of Writing Skill	12

2.1.3.2 Types of Writing Tasks	13
2.1.4 Task Based Language Teaching (TBLT) Approach	16
2.1.4.1 Definition of Tasks	17
2.1.4.2 Classification of Tasks	18
2.1.4.3 Features of Tasks	23
2.1.4.4 Task Cycle	24
2.1.5 An Introduction of the English Textbook for Grade Eight	25
2.1.6 Objectives of Teaching Writing for Grade Eight	25
2.1.7 The Role of Task Based Activities in Teaching Writing Skill	26
2.1.8 The Role of Textbook in EFL/ESL Classroom	27
2.2 Review of Related Empirical Literature	28
2.3 Implications of the Review for the Study	31
2.4 Conceptual Framework	32
CHAPTER THREE: METHOD AND PROCEDURES OF THE STUDY	33-35
3.1 Design and Method of the Study	33
3.2 Population, Sample and Sampling Strategy	34
3.3 Research Tools	34
3.4 Source of Data	34
3.5 Data Collection Procedures	34
3.6 Data Analysis and Interpretation Procedures	35
3.7 Ethical Considerations	35
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA	36-48
4.1 An Outlook of the Writing Tasks in the Textbook	36
4.2 Types of Writing Tasks in the Textbook	37
4.2.1 Controlled Writing	38
4.2.2 Guided Writing	40
4.2.3 Free writing	42

4.3 An Analysis of the Writing Tasks Based on Nunan's Taxonomy of Tasks	44
4.3.1 Cognitive Tasks	44
4.3.2 Interpersonal Tasks	45
4.3.3 Linguistic Tasks	46
4.3.4 Affective Tasks	48
4.3.5 Creative Tasks	48

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS

50-54

5.1 Findings	50
5.2 Conclusion	51
5.3 Recommendations	52
5.3.1 Policy Level	52
5.3.2 Practice Level	53
5.3.3 Further Research Level	54

REFERENCES

APPENDICES

LIST OF TABELS

Table	Pages
1. An outlooks of the writing tasks included in the textbook	37
2. Controlled Writing	40
3. Guided Writing	42
4. Free writing	44
5. Cognitive Tasks	47
6. Interpersonal Tasks	49
7. Linguistic Tasks	50
8. Affective tasks	51
9. Creative tasks	52

LIST OF ABBREVIATIONS AND ACRONYMS

&	:	and
i. e	:	That is
et al	:	And others
CDC	:	Curriculum Development Center
CLT	:	Communicative Language Teaching
CUP	:	Cambridge University Press
ESL	:	English as a Second Language
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
L1	:	First Language
L2	:	Second Language
Ltd	:	Limited
M. Ed.	:	Masters in Education
NELTA	:	Nepal English Language Teachers' Association
NCF	:	National Curriculum Framework
OUP	:	Oxford University Press
SLA	:	Second Language Acquisition
TBLT	:	Task based Language Teaching
TU	:	Tribhuvan University