

# **CHAPTER ONE**

## **INTRODUCTION**

This is a study entitled "**An Analysis of the Writing Tasks Included the English Textbook for Grade Eight**". 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.

### **1.1 Background of the Study**

Human beings possess specific ability to acquire or learn language. It is their innate property. Other animals, except humans, cannot learn language although they have their own communication system. Varshney (2005, p. 2) states, "language is the most unique gift that sets human beings apart from the rest of the living beings". Thus, the uniqueness of human beings lies in the way they communicate through language.

Learning the language is becoming the global trade now a day whether it is English, Chinese, Korean. While learning the language, major focus lies in develop the four language skills that are listening, speaking, reading and writing in language learning process. It is not a single activity but a combination of these four skills

Among the four skills of language, writing is a basic skill associated with productive aspect of language. When we write, we use graphic symbols that are letters or combination of letters which are related to speech sound. 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.

Task Based Language Teaching (TBLT) is a famous and widely discussed approach in the language pedagogy and second language acquisition since

1980s. The concept of TBLT was first introduced by Prabhu in 1985 (Richards and Rodgers, 2010) in his Bangalore project in which he focuses on communication by engaging learner into various tasks such as problem solving, predicting, combining and so on.

Task is a vehicle of language learning in TBLT approach. Nunan (2004) defines task as a piece of classroom work involving learner in understanding, directing, producing or interacting in target language focus on meaning rather than form. Tasks are found in various types. Nunan (2004, p. 59) has classified the tasks into five different strategies types: cognitive tasks, interpersonal tasks, linguistic tasks, affective tasks and creative tasks. This classification of task also called taxonomy of task type. Under these five major categories of tasks, he includes other various activities such as, predicting, role playing, reflecting and so on. These tasks help learners developing the language doing tasks and use them in real world context.

Thus, in order to achieve the objectives of writing skill prescribed by curriculum, the textbook should be equipped with writing tasks that engage learners in the use of skills and processes related to the specific language teaching objective. Further, it is important to set out various tasks that foster students' communication ability in writing.

## **1.2 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 post modern pedagogy. Given these prevalent approaches in center, the English Language Teaching (ELT) stakeholders (teachers, material designer, textbook writer and syllabus designer) practice effort and concern to prepare the textbook and ELT materials to reflect the real life situations and demand of the learner including the various tasks.

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 are focuses on meaning of real world context. Then, I raise the quarries myself; is really the textbook has not included the equal number of writing tasks? Do the writing tasks 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 tasks of the textbook.

Similarly, many research 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 tasks specially focuses on writing skill of the English textbook for grade eight based on TBLT approach. Further, this study insight the ELT stakeholders (teachers, textbook writer, material designer) to pin point the strength and weakness and nature of writing tasks and their types included in English textbook for grade eight.

### **1.3 Objectives of the Study**

Identifying and analyzing the writing task of the textbook plays the crucial role in helping the language teachers become more aware about the strengths and

limitations of the writing tasks. Thus, the objectives of this research were as follow:

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

#### **1.4 Research Questions**

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

- a. What are the types of writing tasks included in the English textbook for grade Eight?
- b. How far the writing tasks are designed based on Nunan (2004) taxonomy of task types?

#### **1.5 Significance of the Study**

Since this study aims at identifying and analyzing of the writing tasks of the English textbook for grade eight, 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 tasks in the existing grade eight 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 tasks in the textbook. Thus it could be contribute to both acquisition and pedagogical practices. Finally, researches on specific language skills in Nepalese context especially in the areas of writing tasks are limited. Therefore, the study will stimulate further investigation in related area.

## **1.6 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 was confined to the writing skill particularly to the writing task included the English textbook for grade eight. The tasks were analyzed based on TBLT approach particularly based on the Nunan (2004) taxonomy of task types. Similarly, the present study was carried only the secondary source of data. In the same way, the tools of the research were only the observational checklist and document analysis.

## **1.7 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 eight whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and communicative ability.

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

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

**Taxonomy of tasks:** The term "taxonomy of tasks" refers to the classification of tasks presented by Nunan (2004) such as cognitive tasks, interpersonal tasks, linguistic tasks, affective tasks and creative tasks in this study.

## **CHAPTER TWO**

### **REVIEW OF THE 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.

#### **2.1 Review of Related 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 tasks, TBLT approach, classification of tasks, Introduction of the English textbook for grade eight, objective of teaching writing for grade eight, role of task based activities in teaching writing, role of textbook in EFL/ESL classroom in this section.

##### **2.1.1 Language Teaching and Learning**

Language is related to human phenomenon i.e. natural tendency for human beings only. It is specific and universal medium to express human thought, feeling, ideas and emotion. Varshney (2005, p. 1) states that language is the most unique gift that sets human beings apart from the rest of the living beings. Similarly, Crystal (2002, p. 2) defines language as "An abstract system of underlying the collective totality of the speech or writing behavior of a community or knowledge of this system by an individual". If there was no existence of language, nothing would be possible to record and perceive from the past. So, language is assumed as the most important and essential factor for the human beings.

In fact, the uniqueness of human beings lies in the way they communicate through language. There are many languages existing in the world. Among them, English language is taken as a prominent and global language because of its wide coverage, richest vocabulary and large function. English is spoken all over the world. Rai et al (2015) points that English language teaching (ELT) is

always on the shifting sands of ideology and practice. Such a shift is a global phenomenon which is clearly visible in the education policy, teaching and learning materials, classroom methodology and modes and method of teacher education. It is not only an international and officially used language of the United Nation (UN) but also a link language among the speaker of different languages.

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

English is used an official or semi-official language in over 60 countries, and has a prominent place in a further 20. It is either dominant or well established in all six continents. It is main language of books, newspapers, airport, international business and academic conferences, science, technology, medicine, sports and international competitions. Over two thirds of the world scientists write in English and three quarters of the world's email is written in English. In any one year, the British Council helps over a million foreign students to learn English in various parts of the world. Over 50 million children study English as an international language at primary level and 80 million at secondary level (p. 29).

Due to such facts presented by Crystal, it can be claimed that English language is mostly considered as a more prestigious and dominant language. Similarly, it is also widely teaching and learning language than many other languages that are spoken in the world.

Language teaching came into its own as a profession in the twentieth century. Richards and Rodgers (2010, p. 1) claimed that, "The whole foundation of contemporary language teaching was developed during the early period of the



twentieth century, as applied linguists and others sought to develop principals and procedures for the design of teaching methods and materials". It means since the language teaching comes with a profession, ELT stakeholders try to develop the new methods and approaches to teach the English language in the language classroom.

It is widely believed that being able to communicate in English is more useful in any professional life. Globalization, demographic trends and economic imperatives have enlarged the role of English and therefore demand of English language teaching and learning has increased day by day. Supporting this view M.C et al (2010) claims that no one deny nowadays the growing number of publication, organization, institution materials tests and conferences on ELT clearly indicate this field has static and invariable, just the opposite.

### **2.1.2 Language skills**

The purpose of learning a language is to enable the learner to communicate in that language. It is essential, therefore, that every second language class is directed to equip students with the language skills they really need. The choice of language may depend upon the channel of communication. Learning the language is not a single activity but a combination of different activities. To get mastery over language, one needs to develop all the four skills of i.e. listening, speaking, reading and writing.

Among the four language skills, listening and reading are often known as receptive skill because these skills are involved in receiving messages. On the other hand speaking and writing are involve in the production of language for conveying message therefore, they are often refer to as productive skill. The proficiency of the target language depend on the preceding each other skill. Supporting to this point, Lado (1994, p. 56) states, "Proficiency in the target language includes the four skills: understanding, speaking, reading and writing, but not translation and interpretation, which are separate professional skills".

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

### **2.1.3 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) 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) 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.

### **2.1.3.1 Components of writing skill**

Writing is a co-operative activity which consists of various components that work together to construct a communicative environment in classroom activity. Kelly (2017, p. 81) states that " writing to be a poor is not a lack of grammar and vocabulary; there lies something wrong how to organized the writing ". In the writing process learners need to involve in organizing the internal mechanism of the writing i.e. coherence and cohesion. Regarding the components of writing skill, Harmer (2007, p. 324) mentioned the following components:

#### **a. Mechanics**

It refers to the aspects of writing such as spelling, use of punctuation marks, capitals, abbreviations and numbers which are often dealt within the revision or editing stage of writing.

#### **b. Coherence**

Coherence refers to the semantic relationship of different units between and among the utterances. It is discourser concept based on speaker's shared knowledge and experiences.

#### **c. Cohesion**

Cohesion refers to the grammatical and lexical relationship between different elements of text. The use of cataphora and anaphora makes the text cohesive. It also link result of events and transition from one discourse to another.

#### **d. Orthographic and Para- orthographic Text**

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

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

#### **2.1.3.2 Types of Writing Tasks**

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

##### **1) Controlled Writing**

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;

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

*For example, combine the following sentences by using the words given in brackets: He bought a book. His wife bought a T-short (but)*

**b) Reproduction:** In reproduction, students are encouraged to write exactly what they have listen or read to in the textbook. *For example, Name any three places that you visit.*

**c) Substitution:** It is also called controlled imitation. This type of activity is commonly used for structured exercises. Students are given set of words or phrase in a column and their equivalent words in another column. Than they find the correct part of sentences and use them appropriately.

*For example, make the sentences using appropriate word/phase.*

<i>The girls</i>	<i>in the class</i>	<i>play football</i>	<i>very well</i>
<i>The boys</i>	<i>in the team</i>	<i>speak English</i>	<i>too roughly</i>

*The girls in the class speak English very well.*

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

*For example, complete the following as in the example. (If you work hard, you can pass the exam): If he helps me, I..... .*

## 2) Guided Writing

Guided writing stands as a bridge between controlled and free writing. 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 follow;

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

*For example: Change the following sentence into active.*

*I accept your advice. Your advice will be accepted.*

**b) Parallel Writing:** Parallel writing refers to the imitation of the model or imitating writing from a given text. In such a writing activity, students follow

the model text and try to reproduce the similar one by substituting certain information, facts or points.

*For example, reading the diary of someone and using similar writing while writing own diary*

**c) Developing text through Skeleton:** In this guided writing activity the students are given some basic outlines and on the basis of which they have to produce the fuller text.

*For example: Write a short paragraph on the basis of the following hints in about 50 words: [name of the school- location-buildings - teachers and students - facilities]*

### **3) 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:

**a) Explanation:** In this type of free writing task, students are asked to expand or explain the given content or topic with supporting details. *For example, "Pen is better than sword". Explain this statement with supporting details.*

**b) Description:** In this type of writing activity students are asked to describe the objects, pictures, charts, tables according to the shape size, nature, duration and so on. The information given in this writing needs accurate amount of something which conveys the factual piece of information to the reader. *For example, look at the following pictures and describe them.*

**c) Narration:** This type of writing consists narration of past events that can be historical occurrences, story either true or imaginary, programs and biographies chronologically. *For example, write about your childhood in about 100 words.* Free writing is also known as creative writing.

#### **2.1.4 Task Based Language Teaching (TBLT) Approach**

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 introduce 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.



### **2.1.4.1 Definition of Task**

Learners learn L2 language through the series of tasks. 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. 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".

Generally speaking, in second language acquisition and language learning tasks are regarded as a programmatic or even curricular unit. Tasks involve making use of authentic text for communicative language use and its motivational value by placing learners in the situation like a real world. For example, doing a communicative task in writing involves creating a final product that can be appreciated by others which, in turn encourages the learner's motivation to using it.

A task can be defined as a piece of meaning- centered work that makes learners comprehend, produce and communicate in the target language. 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 intuitively safe to state that exposing the EFL/ESL learners to the real tasks and real-world activities is probably one of the most salient characteristics of present day's methodologies of English language teaching.

#### **2.1.4.2 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.

##### **a) Focused and Unfocused tasks**

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.

### **b) Real world and Pedagogical tasks:**

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.

### **c) Open and Closed tasks:**

Open tasks are those tasks where the participants know there is no predetermined solution. 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.

### **d) Cognitive tasks**

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 following typology of pedagogical tasks:

**1) Jigsaw tasks:** These tasks involve learners in combining different pieces of information to form a whole. For example, three individuals or groups may have three different parts of a story and have to piece the story together.

**2) Information- gap tasks:** These tasks involve learners to transfer of given information from one person to another- or from one form to another or from

one place to another- generally calling for decoding or encoding of information from or into language. For example, an incomplete paragraph in which group of students has one set of information and another group has a complementary set of information. They negotiate and find out each other's information in order to complete that paragraph.

**3) Problem -solving tasks:** In this task, students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single set of resolution of the outcome.

**4) Decision making tasks:** Students are given a problem for which there are number of possible outcomes and they must choose one through negotiation and discussion.

**5) Opinion exchange tasks:** Learners engage in discussion, articulating a personal preference, feeling in to a given situation. They do not need to reach agreement.

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

**1) Listing:** Including a brainstorming and fact finding, the outcome is completed list or draft mind map.

**2) Ordering and Sorting:** Including sequencing, ranking and classifying, the outcome is a set of information ordered and sorted according to specific criteria.

**3) Comparing:** This type of task includes matching, finding similarities or differences.

**4) Problem solving:** Includes analyzing real situations, reasoning, and decision-making.

**5) Sharing experiences:** includes narrating, describing, exploring, and explaining attitudes, opinions and reactions.

**6) Creative tasks:** Includes brainstorming, fact findings, ordering, and comparing.

The tasks in TBLT should be applicable to real life to help students accomplish the tasks and show their communicative competence in classroom teaching and real life situation.

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:

### 1) Cognitive tasks

Cognitive tasks refer to the steps or operations use in problem solving that requires direct analysis, transformation or synthesis of learning tasks. In other word, learners involve conscious ways of tackling learning such as note taking, discriminating. According to Nunan, cognitive tasks, as a major category constitute eight task types as sub-categories including: classifying, predicting, inducing, note taking, concept mapping, inferencing, discriminating, and diagramming. Each tasks are define as follow:

- **Classifying:** In classifying task students involve putting things that are similar together in groups.
- **Predicting:** predicting what is to come in the learning process
- **Inducing:** looking for patterns and regularities
- **Note taking:** Note taking refers to writing down the important information from given a text in their own words.
- **Concept mapping:** In concept mapping tasks learners showing the main ideas in a text in the form of a map or chart.
- **Inferencing:** using what you know to learn something new
- **Discriminating:** Discriminating task related distinguishing between the main ideas and supporting information.
- **Diagramming:** In this task learner use information from a text or information and convert it into a diagram.

## 2) Interpersonal tasks

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. They define as:

- **Co-operating:** In co- operating task learners involve in sharing ideas and information with other students in pair or group.
- **Role playing:** Role playing task pretending students to be somebody else and using the language for the situation they are in.

## 3) 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.

- **Conversational patterns:** It is also called dialogue completion. In this task learners use expressions to start conversations and keep them going on.
- **Practicing:** In practicing learners involve in doing controlled/guided exercises to improve knowledge and skills on the given instruction.
- **Using context:** Learners involves in using the surrounding context to guess the meaning of an unknown word, phrase, or concept in the given situation.
- **Summarizing:** Summarizing task refers to the picking out and presenting the major points in a text in summary form.

## 4) Affective tasks

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

- **Personalizing:** In personalizing task, Learners share their own opinions, feelings, and ideas about a subject, any topic or problems personally.

- **Self-evaluating:** thinking about how well you did on a learning task, and rating yourself on a scale

## 5) 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 analyzed the writing tasks included in the English textbook for grade eight based on the taxonomy of task types presented by Nunan (2004) in this study.

### 2.1.4.3 Tasks Features

In TBLT language, tasks are the vehicles of language learning which helps learner to understand the language in context and use it effectively in appropriate situation outside the classroom. According to Ellis (2003, pp, 9-10), some major criteria features of tasks are discussed as follows:

- A task is a work plan:** A task is a work plan that requires learners to perform in a way they can achieve an outcome.
- A task involves a primarily focuses on meaning:** A task seeks to engage learners in using language pragmatically rather than displaying language features.
- A task involves real world processes of language use:** A task makes the learners engage in language activities that are found in the real world.
- A task engages cognitive process:** Learners are required to employ their cognitive process in course of performing a task.
- A task has a clearly defined communicative outcome:** An activity without communicative outcome is not regarded as a task.

From the above mentioned features of tasks presented by Ellis (2003), it can be concluded that task is a goal oriented activity in which meaning as primary focus. Similarly, task is a piece of work that involves learners in

comprehending, producing, interacting in the target language involving communicative act.

#### **2.1.4.4 Tasks Cycle**

The design of task-based lesson involves consideration of the stages or procedures of a lesson that has a task as its principal component. As noted by Richards and Rodgers (2010), a task has a natural series of stages, such as preparation for the task (pre-task), the task itself, and follow-up (post-task). Thus, sequencing is the major issue in task-based syllabus. Ellis (2003, p. 224) outlines the framework of task based instruction into three different stages. They are:

##### **Pre-task phase**

The first stage of task cycle is a stage of framing (structuring) the activity and preparation of the main task. That is to introduce the class to the topic and the tasks in order to prepare to perform the task in a way that will promote acquisition. The teacher, as an expert, uses this stage to scaffold learners' performance of the task with the expectancy that this 'other regulation' facilitates the 'self-regulation' learners will need to perform the main tasks on their own activities in pre-task phase (Frost, 2004). All in all, the pre task is meant to help create a good atmosphere for learning without anxiety.

##### **Main task phase**

The main task stage is vital opportunity for learners to use the language by working simultaneously, in pairs or small group to achieve the goal of the task. At this point, the students complete the task and the teacher helps to correct the complete tasks in oral or in written form. To sum, the main task must facilitate a process where each student can activate and use his/her own strategies.

##### **Post-task phase**

The last stage language focuses has three major pedagogical goals: first to provide an opportunity for a repeat performance of the task, then to encourage reflection on how the task was performed, and finally to initiate attention to



form, in particular to those forms that proven problematic to the learner when performing the task.

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

### **2.1.5 An Introduction of the English Textbook for Grade Eight**

Teaching English in schools in Nepal has two main purposes. Firstly, to enable pupils to exchange ideas with people of any nationality who speak or write English. Secondly, to expose them to the vast treasures of knowledge and pleasure available in both printed and electronic forms (CDC, 2012).

The textbook named "**English for Grade 8**" is written by three authors, Bishow Raj Joshi, Narendra Raj Paneru and Dhruba Kumar Neupane. It is published by Government of Nepal, Ministry of Education, Curriculum Development Center Sanothimi, Bhaktapur in 2015. It has included 18 units in total and each units are subcategorized under Reading, listening, Speaking, Writing, Time for Grammar and Language functions. Similarly at the end of the book there is a long list of Glossary that helps learners to acquisition of new vocabulary items. It has included 191 pages in total. The price of the textbook is free for the government students. It was implemented in both private and public schools for the first time in the academic year 2072 B.S (Basnet, 2016).

For the assessment, there is a provision of district level examination at the end of the grade eight, carrying the weightage 100 marks in which, listening occupies 10 marks, speaking 15 marks, reading 40 marks and writing occupies 35 marks.

### **2.1.6 Objectives of Teaching Writing for Grade 8 Students**

Basic level curriculum (6-8) mentioned the following objectives of teaching writing for grade 8 students:

- Write short paragraphs on given topics with correct layout and punctuation.
- Fill up an official form with the information sought by it.
- Write personal letter/thank you letter and letter of apology.
- Write longer dialogue
- Prepare a short news report on a given topic/event
- Develop a short story with the help of the clues provided
- prepare curriculum vitae
- Prepare simple leaflet/posters about village/town etc.
- Revise or edit one's own writing with pair/teacher support
- Transfer information from charts and table to paragraph and vice versa

*(Basic level curriculum 6-8)*

To meet the above mentioned objective of writing skill, it is crucial to involve the students in various tasks such as, cognitive, interpersonal, and creative in group, pair or individual work. In the same way, the textbook as a important means of learning, has to designed including varieties of writing i.e. guided, controlled and free composition.

### **2.1.7 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.

### **2.1.8 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.

## **2.2 Review of Related 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  $P = \frac{R}{N} \cdot 100\%$ . 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%.

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%

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% strongly agreed to task based language teaching is very useful in the Nepalese context. Similarly, 55% teachers agreed from government school and 40% 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

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.

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 task and its nature. So, this study is carried out to fulfill the existing gap.

## **2.3 Implications 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 eight students. Similarly, the review of empirical literature helped me to develop the conceptual framework and insight the methodology of the study.

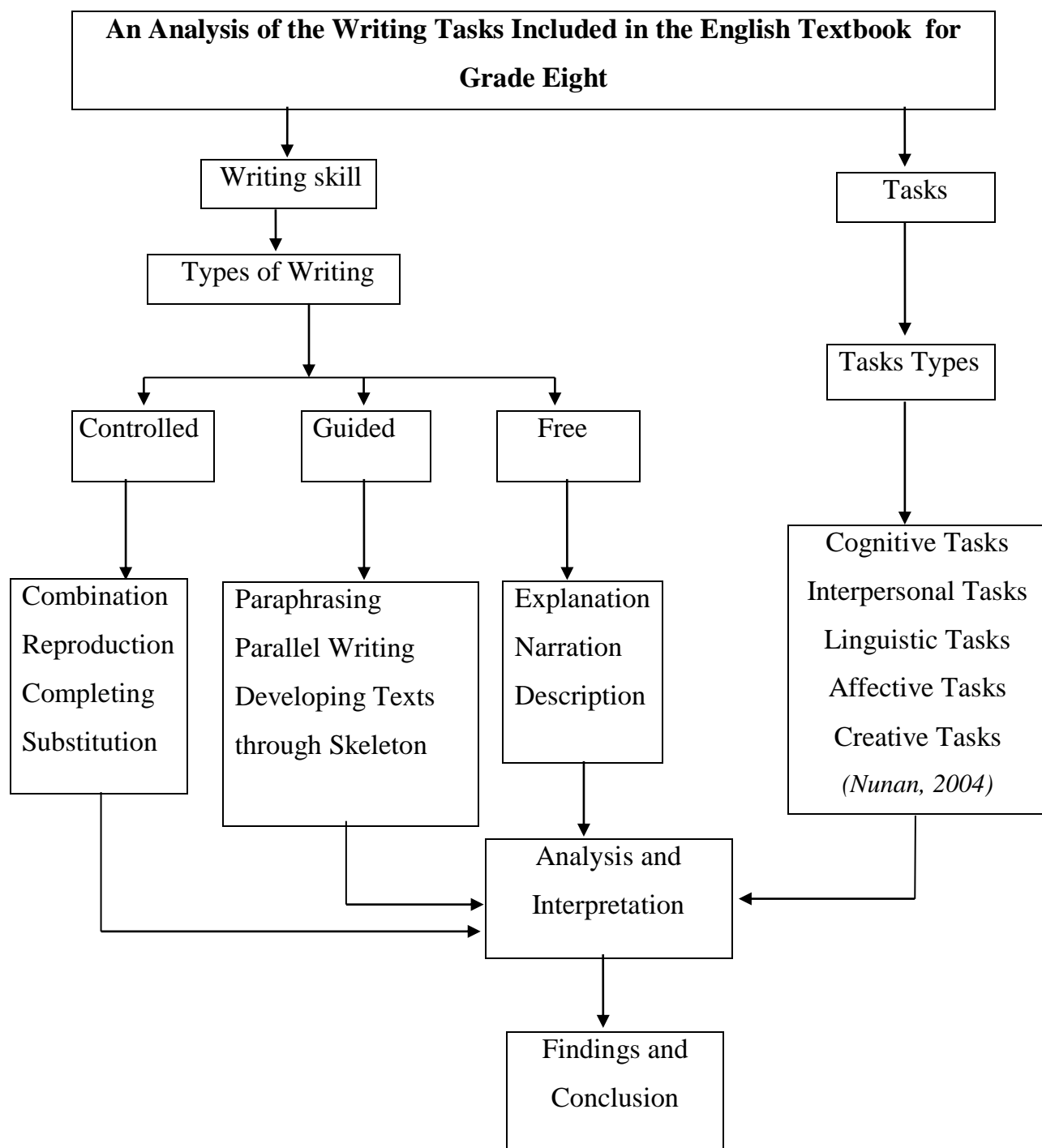
The review of the study Upadhaya (2017), helped me to develop the conceptual framework and developed the data collection tool. Similarly, review of the study Basnet (2016), helped me to understand the physical and academic aspects of the English textbook for grade eight. In addition, his study also helped me to narrow down the research area. Furthermore, review of the study of the Yadav (2016), Karki (2011) and Sharma (2012) helped me to understand the teachers and students 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 the study 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.

## **2.4 Theoretical and Conceptual Framework**

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

After intensive study of a number of books, theories and researches, I have come up with the following conceptual framework which can be presented diagrammatically as below:





## **CHAPTER THREE**

### **METHOD AND PROCEDURE OF THE STUDY**

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

#### **3.1 Design of the Study**

To reach the optimal solution of any problem, there should be systematic study by adopting the certain scientific procedures that helps the researcher to achieve the actual goal of research in the successive way. Thus, to make more and concrete the research, there must be an appropriate selection of the design for the selected study. There are so many research designs have been adopted in different sectors such as sociology, political science, education and so on for the specific purpose. Survey research design is one of the most prevalent research designs in the academic research including education.

(Cresswell, 2003) defines survey research design is a suitable to describe the existing situation, phenomenon, document and programme based on samples that represent a population. Similarly, Nunan (1992, p.140) says, "Survey is to obtain a snapshot of condition, attitudes and events at the single point of time". It means to say that the data can be obtained at the particular time and context over the issue. Survey can be descriptive and analytical. Descriptive survey simply go beyond the counting the numbers and opinion in statistical way, it also describe the data on variables of interest (Cohen, Manion and Morrison, 2007, p.273). Descriptive research involves gathering data that describe phenomena than organize, tabulates and describe. It utilizes elements of both quantitative and qualitative research methodologies. On the other hand, analytical survey operates with hypothesized predictor or explanatory variables that are tested for their influence on dependent variables.

Standing the above concept, this study based on descriptive survey research design, in which, the writing tasks were presented both in simple statistical and descriptive way.

### **3.2 Population, Sample and Sampling Strategy**

The populations of this study were all the writing tasks included in the English textbook for grade eight published by Government of Nepal, CDC in 2015. As sample of the study, all writing tasks from the textbook were selected using purposive sampling strategy.

### **3.3 Research Tools**

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

### **3.4 Sources of Data**

I utilized only secondary source of information in this study. English Textbook for Grade Eight (2015) was the major source of data. Besides that Harmer (2007), Hedge (2008), Ur (2009), Brown (2000), Ellis (2003), Nunan (2004), Richards and Rodgers (2010), Cohen and Morrison (2007), Rivers (1978), articles, research studies, internet information related to the topic were used as other secondary sources of data.

### **3.5 Data Collection Procedures**

In order to collect the data, I prepared two sets of checklist. To achieve the first objective I prepared the checklist based on Harmer's (2007) and River's (1978) theoretical ground. Similarly, to the second objective I based on Nunan's (2004) taxonomy of task types. After making the checklist, I read and re-read all the writing tasks 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 eight.

### **3.6 Data Analysis and Interpretation Procedures**

After collecting the data through checklist, they were analyzed and interpreted both in statistically and descriptively. The frequency and percentage of the each type of writing tasks were calculated and tabulated. Then, each of the writing tasks was presented descriptively with model example of writing tasks given to the textbook.

### **3.7 Ethical Considerations**

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

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF DATA

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

#### 4.1 An Overview of the Writing Tasks Included in the Textbook

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

**Table 1**  
**Overview of the Writing Tasks in the textbook**

<b>Nature of the writing activities</b>	<b>Writing Tasks practiced in focused</b>	<b>No of activities</b>
Writing an informal letter using the given format	Individual work	3
writing about their locally using things in descriptive language	Group/Individual	3
Creating their own diaries using the given format	Group /Individual	3
Writing the CV using the given format	Individual	3
describing picture	Group work	2
Naming the various technological devices and their work	Individual	2
Prepare a news report and	Individual/Group	2
letter writing	Individual	3
Develop the readable story from the given outline	Individual	2
Expressing and collecting good and bad habit	Individual/Group	3
Writing an essay using the given format	Individual	1

Draw the profile and collecting the data	Individual	2
Writing the paragraph on childhood memories	Individual/group	3
Interpretation the graphs and picture and vice versa	Individual	3
Picture description on the graphic form Individual	Individual	2
Developing Story	Individual	2
filling the form appropriately	Individual	3
Arranging and developing paragraph	Individual/ Group	
<b>Total number of writing activities in the textbook</b>		<b>46</b>

The table 1 shows that the English textbook has included 46 writing tasks in total. The writing tasks are taken from various topics which are familiar to the students like Travelogue, Festivals, Habits and Behaviors, Technology and Dictionary use. The content and nature of the writing tasks in the textbook are stated in separate column i.e. "writing" at the end of each chapter. Similarly, the above table reveals that the nature of the writing tasks in the textbook focuses not only on performing them individually but also in the form of pair and group works. This implies that students are given an opportunity to practice writing through different ways of interaction with others as friends, teachers, involving in various tasks such as, role playing, reflecting, personalizing and co-operating.

## **4.2 Types of Writing Tasks Included in the Textbook**

Since the first objective of this study was to identify and analyze the writing tasks included in the English textbook for grade eight, 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) 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:

#### **4.2.1 Controlled Writing Tasks**

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:

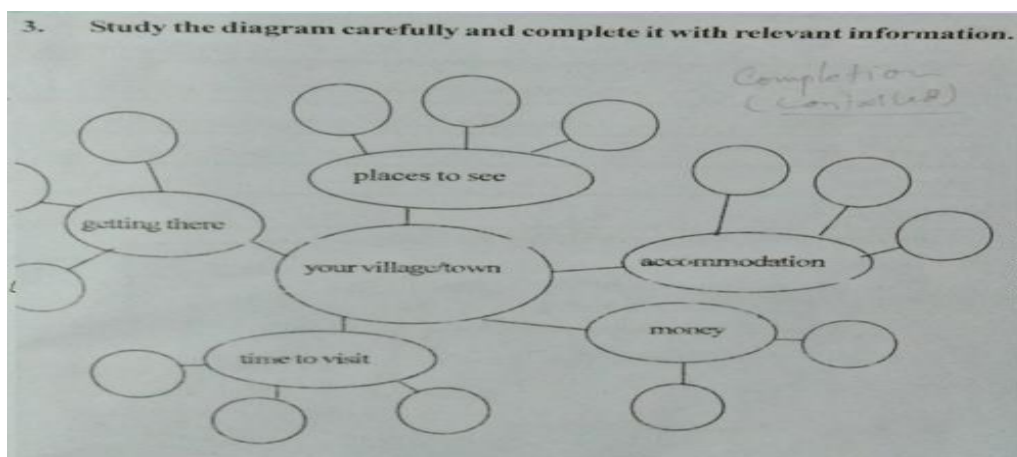
**Table 2**  
**Controlled Writing Tasks**

<b>Controlled Writing Tasks</b>			
<b>S.N</b>	<b>Writing tasks</b>	<b>Frequency</b>	<b>Percentages</b>
1	Combining	-	-
2	Substitution	1	2.17
3	Completion	9	19.56
4	Reproduction	3	6.52
<b>(Total)</b>		<b>13</b>	<b>28.25</b>

The data in the table 2 indicates that the textbook has included 13 in number i.e. 28.25% controlled writing tasks among the total 46 writing tasks.

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

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 19.56 % in the total 28.25% of controlled writing in the textbook. One commonly designed completion through controlled writing task in the textbook is shown as below:



(English textbook, p. 21)

Reproduction writing is also a major category of controlled writing. Generally, it is appropriate for the students of lower level students. In reproduction, students are encouraged to write exactly what they have listened or read.

Analyzing the data given in the table 2, it is seen that 6.52% writing tasks are designed through reproduction. Commonly used controlled writing through reproduction writing in the textbook is shown as below:

*Supply authentic information about your/ your friends' good and bad habits.*

*Name of the person: .....*

<b>Good habits</b>	<b>Bad habits</b>
<i>i)</i>	<i>i)</i>
<i>ii)</i>	<i>ii)</i>
<i>iii)</i>	<i>iii)</i>

(English Textbook, p.109)

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

#### 4.2.2 Guided writing Tasks

Indeed, 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 expend 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 Tasks**

<b>Guided Writing</b>			
<b>S.N</b>	<b>Writing Tasks</b>	<b>Frequency</b>	<b>Percentages</b>
1	Paraphrasing	4	8.69
2	Parallel writing	9	19.56
3	Developing text through Skeleton	4	8.69
<b>(Total)</b>		<b>17</b>	<b>36.94</b>

Concerning the guided writing tasks included in the textbook, the data in the table 3 depicts that 17 writing tasks i.e. 36.94 % were included in the textbook among 46 writing tasks in total. The table also reveals that parallel writing in guided writing was frequently designed writing task comparatively than other two guided writing.

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 of the table 3 indicates that among the 17 (i.e. 36.94%)



guided writing in the textbook, 8.69% writings have been designed through paraphrasing. One commonly used paraphrasing task from the textbook is shown as below:

*Ask your parents to tell you a ghost story and write in your own words.*

*(English Textbook, p.99)*

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 (4.14%) while designing the guided writing tasks in the textbook. Commonly used parallel- guided writing from the textbook is shown as below:

*At most of the star hotels in Nepal, they provided good services to their guest. If we go to A4U Hotel in Pokhara, we can have waiters brings our food to our room. We can have the laundryman wash our clothes, moreover if we want, we can get our hair and beard trimmed there. Because of these services A4U hotel has become the first choice for tourists in Pokhara*

*Read the paragraph above and write a similar paragraph about a place of your interest.*

*(English textbook, p. 67)*

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 4 writing tasks i.e. 8.69 % were designed developing text through skeleton in the textbook. Commonly used skeleton through guided writing task from the textbook can be shown as below:

*Prepare a news report on the basis of the following clues:*

### **9 injured in a Road Mishap**

*Passenger jeep fell down, 9 injured, taken to district hospital, others went home*

*(English textbook, p. 78)*

From the above discussion, it is concluded that guided writing tasks were

frequently designed writing task in the textbook. Among the 46 total writing tasks, 17 guided writing tasks (almost 40%) have been identified in the textbook. Presence of more number of guided writing in the textbook indicates that the students develop their free writing skill or process writing via guided writing first.

### 4.2.3 Free Writing Tasks

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:

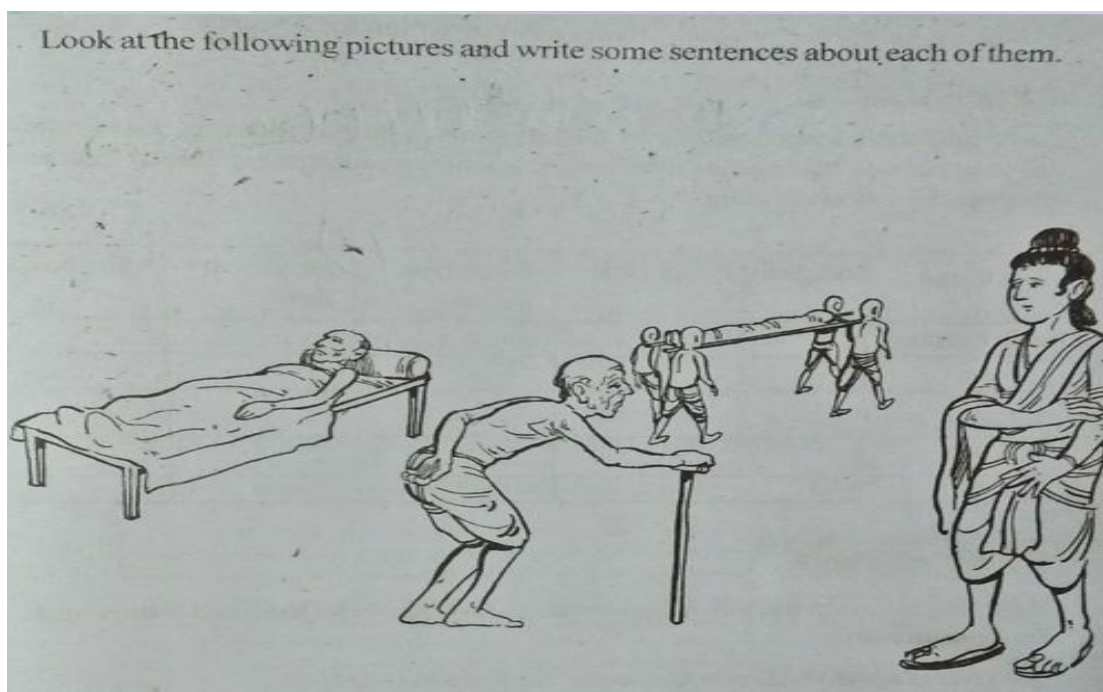
**Table: 4**  
**Free Writing Tasks**

<b>Free Writing</b>			
<b>S.N</b>	<b>Writing Tasks</b>	<b>Frequency</b>	<b>Percentage</b>
1	Explanatory	3	6.52
2	Narrative	4	8.69
3	Descriptive	9	19.56
<b>(Total)</b>		<b>16</b>	<b>34.77</b>

The data in the table 4 indicates that 16 writing tasks i.e. 34.77% were designed through free writing in the textbook. However, explanatory writing task was least focused than narrative and descriptive tasks in the textbook.

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 (table 4) reveals that frequent numbers of free writing tasks (i.e. 4.14%) in the

textbook have been designed descriptive free writing. One model example from the textbook shown as below:



(English textbook, p. 55)

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. 8.69%) were designed narrative writing in the textbook. One commonly designed narrative task in the textbook is shown as below:

*Make a list of your past habitual actions. Than on the basis of the list write about your childhood in about 200 words.* (English textbook, p. 139)

Further, 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 less in number than descriptive and narrative tasks. Only, 6.52% explanatory free writing has been identified in the

textbook. Commonly used free writing in explanation in the textbook is shown as below:

*[Express your views on the topic "Word is Stronger than Sword"]*

*(English textbook, p.87)*

From the above discussion, it is concluded that free writing was second dominant writing task in the textbook. It comprised 34.77%, out of total writing tasks in the textbook. The ultimate goal of teaching writing is developing free writing skill to the students. Thus, practicing those free writing in the classroom involving the learners in different tasks such as, role playing, using context is the crucial role of language teacher.

### **4.3 Analysis of Writing Tasks Based on Nunan's Taxonomy of Tasks**

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

Keeping the second objective in center i.e. to explore how far the writing tasks are designed based on TBLT approach; I prepared a checklist based on the taxonomy of task presented by Nunan (2004). He has classified the task to the different groups according the strategies underpinning them. They were cognitive tasks, interpersonal tasks, linguistic tasks, affective tasks and creative task. With the help of checklist (see appendix III), I closely observed all 46 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:

#### **4.3.1 Cognitive 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:

**Table 5**  
**Cognitive Tasks**

<b>Cognitive Tasks</b>			
<b>S.N</b>	<b>Tasks Type</b>	<b>Frequency</b>	<b>Percentage</b>
1	Classifying	2	4.34
2	Predicting	-	-
3	Inducing	1	2.17
4	Note taking	3	6.52
5	Conceptualizing	-	-
6	Inferencing	2	4.34
7	Discriminating	1	2.17
8	Diagramming	1	2.17
<b>Total</b>		<b>10</b>	<b>21.71</b>

The data in the table 5 clearly depicts that, 10 writing tasks i.e. 21.71% were designed on the cognitive tasks presented by Nunan in the textbook. Among the total 10 cognitive tasks, note taking task was more in number than other cognitive tasks. It covered 6.52% in total 21.71% tasks. Similarly, classifying and inferencing tasks were second frequently designed cognitive tasks in writing. Those tasks were covered 4.34% of the total cognitive tasks. Furthermore, inducing, discriminating, diagramming tasks were designed very less in number in the textbook. Conceptualizing and predicting cognitive tasks have not identified in the textbook writing section.

### **4.3.2 Interpersonal Tasks**

The second category of task presented by Nunan (2004) was interpersonal task, which composed of co- operating and role playing. Intrapersonal tasks makes 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:

**Table 6**  
**Interpersonal Tasks**

<b>Interpersonal Tasks</b>			
<b>S.N</b>	<b>Tasks</b>	<b>Frequency</b>	<b>Percentage</b>
1	Co- operating	6	13.04
2	Role playing	-	-
<b>(Total)</b>		<b>6</b>	<b>13.04</b>

The data in the table 6 indicates that 6 interpersonal tasks i.e. 13.04% were included while designing the writing in the textbook. Among the two different interpersonal tasks that is co- operating and role playing, only co-operating task has been identified in writing section of the textbook. It covered 6 i.e. 13.04%. Similarly, role playing task has not been identified in writing section of the textbook. In -deed, role playing task involves students to be pretending somebody else and using the language for the situation they are in (Nunan, 1999). Lack of this task in writing, students may face the problem in expressing their ideas in context sensitive.

### **4.3.3 Linguistic Tasks**

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 tasks in the textbook following linguistic tasks have been identified:

**Table 7**  
**Linguistic Tasks**

<b>Linguistic Tasks</b>			
<b>S.N</b>	<b>Tasks</b>	<b>Frequency</b>	<b>Percentages</b>
1	Conversational Patterns	1	2.17
2	Practicing	9	19.56
3	Using Context	2	4.34
4	Summarizing	-	-
5	Selective Listening	-	-
6	Skimming	-	-
<b>(Total)</b>		<b>11</b>	<b>26.07</b>

The table 7 reveals that 11 writing tasks i.e. 26.07% were designed based on linguistic tasks among the total 89.06% tasks presented by Nunan (2004). Similarly, the data in the above table depicts that practicing was the dominant linguistic task in comparison to other linguistic tasks in the textbook. Particularly in practicing task students involve in doing controlled and guided exercises to improve knowledge and skill (Nunan, 1999). This type of task was identified 19.56% among the total 26.07% linguistic tasks in the textbook.

Similarly, the data of the table 7 shows that using context and conversational pattern task types were used very less in number while designing the writing tasks in the textbook. These tasks were covered 4.34% and 2.17% respectively in the writing section of the textbook.

Further, the table indicates that none writing tasks in the textbook were designed using the summarizing, selective listening and skimming. Absence of such type of language tasks, it can be said that students may face the problem in picking out and presenting the major concept or ideas from the longer text.

#### 4.3.4 Affective 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:

**Table 8**  
**Affective Tasks**

<b>Affective Tasks</b>			
<b>S.N</b>	<b>Tasks</b>	<b>Frequency</b>	<b>Percentage</b>
1	Personalizing	7	15.21
2	Self- evaluating	3	6.52
3	Reflecting	-	-
<b>(Total)</b>		<b>10</b>	<b>21.73</b>

Concerning the affective tasks, the data in the above table indicates that 10 writing tasks i.e. 21.73% were used while designing the writing tasks in the textbook. Among the total affective tasks, personalizing was frequently used task comparatively other tasks. Personalizing language task involves learners to share their own opinion, feeling and ideas about the subject matters (Nunan, 2004). The data in the table 8 shows that 15.21% personalizing tasks were used in the textbook while designing the writing tasks.

On the other hand, self evaluating task was less in number than personalizing task. It covered only 6.52% of the total 21.73% affective tasks in the textbook. Reflecting task has not been identified in the textbook of writing section

#### 4.3.5 Creative 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 9**  
**Creative Tasks**

<b>Creative Tasks</b>			
<b>S.N</b>	<b>Tasks</b>	<b>Frequency</b>	<b>Percentage</b>
1	Brainstorming	3	6.52
<b>(Total)</b>		<b>3</b>	<b>6.52</b>

From the data in the table 9, 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 6.52% among the total 89.09% tasks

Overall, analyzing the total 46 writing tasks of the textbook, the result of the study shows that around 40 (89.09%) 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 26.07%. Similarly, cognitive tasks were the second dominant task types for designing the writing tasks. It covered 21.71% in total tasks. Other categories of tasks presented by Nunan (2004) have been identified comparatively less frequent in number than linguistic and cognitive tasks. Some major tasks that students need to be practiced such as predicting, role playing, summarizing, reflecting have not identified in writing section of the textbook.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATION**

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

#### **5.1 Findings**

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

- a) From the study, all together 46 writing tasks have been identified. Those tasks were categorized under controlled, guided and free writing.
- b) Guided writing was frequently used writing tasks in the textbook, which comprised 17 in numbers i.e. 36% among the total tasks. Similarly, it has been identified that free writing was second dominant task. It consisted 16 in number i.e. 34.77%. On the other hand, controlled writing was comparatively less in number than further once.
- c) Similarly, it has been found that completion was the frequently designed controlled writing, which comprised 19.56% in total 36% controlled writing in the textbook.
- d) In guided writing, the result of the study showed that parallel writing was the dominant writing. It contained 19.56% among the total 36.94% guided writing in the textbook.
- e) It has been also found that descriptive writing was more in number comparatively narrative and explanatory writing in free writing of the textbook. It consisted 9 times i.e. 19.56% in number among 16 free writing tasks.
- f) Furthermore, out of 46 different controlled, guided and free writing, 40 writing tasks i.e. 89.09% have been identified from the Nunan's (2004) taxonomy of tasks.

- g) Similarly, among the five different categories of tasks type presented by Nunan, it has been identified that linguistic tasks were used more in number than other tasks category. It covered 11 in number i.e. 26.07% among the total 40 writing tasks. Likewise, affective and cognitive tasks were second dominant tasks type in the writing section of the textbook. Those tasks comprised 21.73% in total tasks.
- h) It is also identified that non writing were designed to summarizing, role playing, predicting and conceptualizing while designing writing tasks in the textbook.
- i) Finally, the result of the study showed that the writing tasks included in the textbook were fully contextualized, practical and useful in real life situation. They were provided students to practice in individual, pair and group work respectively.

## **5.2 Conclusion**

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. Unlike traditional method when the teacher as a dictator and learners are passive listener, in the Task-Based Approach, it paves ways for the learners to get involved in the learning process by engaging variety of language tasks.

In this context, I attempted to study the writing tasks included in the textbook for grade 8 and their nature based on taxonomy of tasks presented by Nunan. I prepared two set of checklist to analyze the writing tasks on the basis of theoretical ground of River, Harmer and Nunan. The collected data were analyzed statistically and descriptively with model given in the textbook.

After analyzing the writing tasks in the textbook, 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. However, some major tasks such as role playing, summarizing, concept mapping that TBLT approach offers have not identified in the writing section of the textbook. Absence of those tasks lacks the students to snap the core idea from the larger text and use the language in context.

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.

### **5.3 Recommendations**

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

#### **5.3.1 Policy Related**

CDC is regarded as the apex body for designing the textbook for school level's students. 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 have not identified 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.

- The role of teacher is center to success of language learners by implementing writing tasks carried on textbook. Thus, CDC should be provided some training packages to deal with the tasks appropriately in the classroom
- Similarly, mismatch between the writing tasks (some have more and some have less or no) need to be corrected by textbook designer accordingly based on the level of students.

### **5.3.2 Practice Related**

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 (46) of writing task 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 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 and so on. Similarly, after completion of the tasks language should be analyzed.
- It has less importance only the language tasks including in textbook unless the students stimulated to learn them. Thus, while teaching the writing skill teacher should make the classroom purposeful, motivating and learner-centered, involving them in pair work, group work and project works.
- From the study, it has also identified that the writing tasks are designed including various topics such as festivals, habits and behaviors of various cultural group and context. 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.

### **5.3.3 Further Research Related**

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

- This present study is limited to my own personal judgment. The findings are driven by filling out the checklists that I made. Similarly, this study is confined to only the taxonomy of Nunan's taxonomy of task types. Thus, further research can be carried out based on other scholars' taxonomy of tasks.
- Teachers and students practically use the textbook in the classroom. So, survey research on students and teachers perceptions on the writing tasks, their complexity and practicability in the classroom can be studied.
- To achieve the actual outcome on writing skill there should be good combination between curriculum, textbook and writing tasks (activities). So, co- relational research on whether the writing tasks are interrelated with curriculum and objective also can be studied.
- Researcher can conduct the experimental research on teaching writing skill via TBLT approach and other traditional approaches.
- Similarly, comparative study of students' performance on guided or controlled, guided or free or vice versa.
- Finally, this study will provide some insights and motives on researching the language skill especially the writing skill and nature of tasks.

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## Appendix: I

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

Unit	Unit topic	Nature of the writing tasks	Writing Tasks practiced in focused	Page	Cover page	No. of writing tasks
1	Travelogue	Writing an informal letter using the given format	Individual work	9	2	3
2	An Expedition	writing about their locally using things in descriptive language	Group/Individual	20	3	3
3	Business and commerce	Creating their own diaries using the given format	Group /Individual	31	3	3
4	Biography	Writing the CV using the given format	Individual	43	2	3
5	Festivals	describing picture	Group work	55	2	2
6	Technology	Naming the various technological devices and their work	Individual	67	2	2
7	Journalism	Prepare a news report	Individual/Group	77	2	2
8	Danger of junk food	letter writing	individual	87	2	3
9	Moral Stories	Develop the readable story from the given outline	Individual	98	2	2
10	Habits and behaviors	Expressing and collecting good and bad habit	Individual/Group	108	2	3
11	Games and Sports	Writing an essay using the given format	Individual	119	2	1
12	District Profile	Draw the profile and collecting the data	Individual	129	2	2
13	Childhood Memories	Writing the paragraph on childhood	Individual/group	139	2	3

		memories				
14	Graphs and Charts	Interpretation the graphs and picture and vice versa	Individual	150	2	3
15	Lincon's Letter	Picture description on the graphic form	Individual	159	2	2
16	Fairy Tales	Developing Story	Individual	168	2	2
17	Forms and Cheques	filling the form appropriately	Individual	178	1	3
18	Dictionary Use	Arranging and developing paragraph	Group/Individual	186	2	2
<b>Total number of writing tasks in the textbook</b>						<b>46</b>

## Appendix: II

**Directions: Check the indicator whether the textbook included OR not the following writing tasks:**

<b>Controlled Writing</b>				
<b>No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>	<b>Remarks</b>
1	Combination	√		
2	Substitution	√		
3	Completing	√		
4	Reproduction	√		
<b>Guided Writing</b>				
1	Paraphrasing	√		
2	Parallel writing	√		
3	Developing skeleton through guided	√		
<b>Free Writing</b>				
1	Explanation	√		
2	Narration	√		
3	Description	√		

### Appendix: III

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

<b>Cogitative tasks</b>				
<b>No</b>	<b>Items</b>	<b>Yes</b>	<b>No</b>	<b>Remarks</b>
1	Classification	√		
2	Predicting		√	
3	Inducing	√		
4	Note taking	√		
5	Discriminating	√		
6	Diagramming	√		
<b>Interpersonal Tasks</b>				
1	Co-operating	√		
2	Role playing		√	
<b>Linguistic Tasks</b>				
1	Conversational patterns	√		
2	Using Context	√		
3	Summarizing		√	
4	Practicing	√		
5	Selective Listening		√	
<b>Affective Tasks</b>				
1	Personalizing	√		
2	Self evaluating	√		
3	Reflecting		√	
<b>Creative Tasks</b>				
1	Brainstorming	√		

## Appendix: IV

### Cover Picture of English Textbook for Grade Eight

