

Chapter-I

Introduction

1.1 General Background

Language is a unique gift of human beings. It is the means of communicating ideas, emotions and thoughts. Language can be taken as the system of human communication. Richard et al (1999, p.196) define language as "the system of human communication which consists of structural arrangement of sound for their written representation into larger units e.g. morphemes, words, sentences, utterances etc". It is better not to categorize language in terms of superior and inferior however, languages play a dominant role in the society.

A language at its most specific level refers to the concrete act of speaking, writing or signing in a given situation (Crystal, 2003 P.118). It is a unique possession of human due to which human beings become very unique creatures in respect to other creatures in this world. Emphasizing this kind of unique possession of human, while defining language, Hockett (1985) says, "Man is the only living species that can reasonably be presumed to have and the power of some earlier time and have lost its conscience. The appearance of language on this universe, at least in our planet, is thus exactly as recent as the appearance of man itself." So, language is responded as a versatile, dynamic and specific property of human beings. It stores knowledge and transmits messages, knowledge and experiences from one person to another and one generation to another. Language is related to only human beings and is socially functioning institution. Language has been studied as a dynamic phenomenon; not as a static one. Language is a property that has been possessed by human beings since it came into existence. It is an effective tool to have communication among people. It is the sole property of human beings. There are many languages in the world. Among them some are in use but some are only saved in scriptures. The languages that have native speakers are known as living languages and those without native speakers are known as dead

languages. According to census report 2011, there are more than 92 languages in case of Nepal.

Language is also responded as a means of social change, mobility and stratification. According to Crystal (2003, p. 225), "a particular variety or level of speech/writing may also be referred to as language" (e.g. dialect, register and idiolect.)

Language is a means of communicating ideas, feelings by the use of conventionalized signs, sound, gestures or marks having understood meaning. There are different modes of communication such as visual, tactile, olfactory, gustatory etc. Language is the most powerful, advanced and widely used means of human communication. It is the universal medium to express human thoughts, feelings, desires, ideas and emotions. Most of the actions of the world are carried out through language. It is the language that has brought disparity between human and animal world. Animals don't have vocal organs and advanced brain like human beings. Halliday et al (1994) writes, "It is a form of activities of human beings in societies, and it has the property of being patterned" (Halliday et al, 1994, p. 5).

Language is the sum of four different skills viz. listening, speaking, reading and writing and not only the act of speaking and writing. It is the total of different activities, e.g. the act of listening, speaking, reading, writing and so on. Supporting Halliday's views, Crystal (2003) defines, "Language, a French term introduced by Ferdinand de Saussure, refers to the human biological faculty of speech. At its most specific level, it may refer to concrete act of speaking, writing or signing in a given situation." (p. 255). A language is a system of arbitrary vocal systems by which members of a social group co-operates and defines language from structural perspective as a language to be set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of elements. In Chomsky's opinion, language is an innate capacity of native speakers, which is the set of sentences that is finite in length and

constructed out of finite set of elements. 'Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication.' (as retrieved from google, 2015 Jan.6). Wardhaugh (1998, p. 1) defines, "A language is what the members of a particular society speak." Sapir (1978) states that language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntary produced symbols" (as cited in Yadav, 2006, p. 3). Language, as the best tool of socialization, serves our needs. A child learns a language as it is as essential as food, water and clothes. Besides, it is the identity of the races, highly politicized social agenda and one of the fundamental rights of people.

Language is the most widely used means of communication among human beings. It is the species specific property of mankind. According to Sapir (1978), 'language is purely human and non-instinctive methods of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols (p. 8). To quote Wardhaugh (1972) "Language is the system of arbitrary vocal symbols used for human communication". (Brown, 1994, p. 4)

From the above definitions, we can conclude that language is not only verbal but also written system of human communication. It is the unique possession of human being or species specific possession of mankind and one of the most powerful tools of communication among the heterogeneous groups. It helps human being to think and interpret, perceive and express their physical and mental world. Its history along with the human development shows that it is an inevitable means of human co-operation, relation and civilization in addition to being a means of communication.

Scientific study of language is known as linguistics. Language has been studied unscientifically for centuries. Saussure, the father of modern linguistics started to study language scientifically. The whole of recent history of linguistics can be described in terms of successive discoveries to view language. Language

learning is the learning to communicate, in which all the aspects of communicative competence should be noted. Today, language has been playing various roles such as storehouse of knowledge, maker of human relations, leader of human activities, instrument of our thinking, instrument of our entertainment, need for living and so on. It is the language that distinguishes human beings from all other creatures. Hence, we can say that language is possessed only by human beings and it is ubiquitous. For Encyclopaedia of Language and Linguistics (1994, p. 5137) language is "the principal signaling system or instrument of communication used by humans for the transmission of information, ideas, etc. the central element which is verbal but which contains as an essential component a substantial non-verbal element e.g. information, punctuation, stress."

Language is responded the most developed and primary means of communication. Recharls et al (1985) think that language is "the system of human arrangement of sounds into larger units e.g. morphemes, words, clause, sentence and utterances." Language is a symbol system based on pure arbitrary convention infinitely extendable and modifiable according to hanging needs and conditions of speakers.

Language is made up of different specific features. They are phrasal verbs, proverbs and idioms. They have their own formal structures and meanings which identify their status. In other words, formal structures and meanings of them separate one from another.

1.2 Statement of the Problem

Teaching has been a great challenge at secondary level school in Nepal.

Teachers have to face varieties of problems and challenges while teaching the students of secondary level schools. Unless students are motivated towards the goal, the teaching activities can be useless and meaningless. In fact, it has been a great problem to motivate the students or to arouse interest and enthusiasm in them towards learning activities. Unless students' attitude towards learning

activities is taken seriously, the goals of teaching learning activities are not achieved. On the same way, if teachers do not have positive attitude towards teaching activities, they cannot perform well for effective teaching and the goals of teaching learning activities cannot be achieved. When a course is designed or when a curriculum is designed or when a textbook is designed or prepared, the tasks and exercises included in the text should be effective and learner oriented so that we can arouse interest, enthusiasm and motivation in the students and teachers both. Unless a teacher or a student takes the tasks and exercises included in the textbook are beneficial, advantageous and fruitful and interested then only the goal of education, the goal of curriculum and the goal of teaching and learning can easily be achieved.

The study tries to find out the answers to many of the questions and solutions of many problems and challenges. It is an attempt to find out attitude of teachers and students towards the tasks and exercises of the secondary level English textbook. The study tries to find out similarities and differences between the tasks and exercises.

The study tries to find out whether the tasks and exercises included in the textbook are goal oriented with a clear purpose. It also tries to find out whether the students can achieve specified outcome with the use of the tasks and exercises included in the textbook.

1.3 Objectives of the Study

The objectives of the study are as follows:

- i) To find out the teachers' attitudes on the appropriateness of task and exercise given in the present compulsory English textbook of Grade X,
- ii) To find out learners' attitudes on the appropriacy of task and exercises given in the present compulsory English Textbook, and
- iii) To suggest some pedagogical implications based on the findings of the study.

1.4 Research Questions

The following research questions are prepared to carry out the research work:

- a. Are the tasks and exercises included in class ten textbook appropriate?
- b. Are the tasks and exercises sufficient?
- c. Are the tasks and exercises interesting and real life oriented?
- d. Do the tasks and exercises cover all the language skills?
- e. Do they have enough varieties?
- f. Are the tasks and exercises preferable to teachers and students?
- g. Are the tasks and exercises helpful in teaching communicative functions?

1.5 Significance of the Study

This study mainly concerns with the study of the attitude of teachers and students towards the tasks and exercises designed in the grade ten English textbook which is beneficial for all who are interested in teaching and learning English language and particularly to the language teachers and language learners, English teachers and trainers, textbook writers and course designers.

This study will be significant to the government agency responsible for providing training to the school level teachers. It will also provide feedback on the effectiveness of how English teachers perceive the tasks and exercises designed in the present English textbook. Likewise, the findings will be equally useful for curriculum designers, policy makers, instructors, language teachers, textbook writers and evaluators. Moreover, this work will be important source for those future researchers who are interested in conducting research to the relevant areas in the days to come.

1.6 Delimitation of the Study

The study has the following delimitations.

- a. This study was limited to 4 schools (2 public schools and 2 institutional schools) of Birtamode Municipality of Jhapa district.

- b. This study was limited to find out the teachers' and students' view on the appropriateness of tasks and exercises given in the grade X English textbook but not about other aspects of the textbook.
- c. The sample was limited to 4 English teachers and 20 students from public and institutionalized schools of Birtamode Municipality of Jhapa district
- d. The study was concerned only with present compulsory English textbook of grade X.

1.7 Operational Definition of the Key Terms

Attitude: A state of mind or feeling, disposition, the way a person views something or tends to behave towards it, often in an evaluative way, the feelings of teachers and students on tasks and exercises.

Demotivate: Make someone less eager to work or study.

Institutionalized School: School run by general people without any financial support from the government, private school.

Public School: School run by the community with the financial support of the government, community school.

Taks: A task is a piece of work assigned to the students to be finished within a certain period of time, tasks in grade ten English book.

Exercise: An exercise usually has a restrictive focus on a single language element, and has a linguistic outcome, exercises in grade ten English book.

Chapter-II

Review of Related Literature and Conceptual Framework

2.1 Review of Theoretical Literature

2.1.1 The Linguistic Scenario of Nepal

Geographically, Nepal is a small mountainous republic state with an area of 147,181 square kilometers. It is a multiethnic, multicultural, multi religious country. Despite its limited area, Nepal is a fertile land in terms of linguistic diversity and it has been one of the fascinating areas of linguistic studies.

According to the population census 2011, more than ninety two languages are spoken in Nepal. However, many of them lack written form and are used as vernacular languages of limited number of native speakers. They are in the verge of extinction due to the small number of speakers and lack of the proper language policy on the part of the state for the protection and preservation of such minority languages. Genetically, the languages found in Nepal are classified into four language families viz. Indo-European, Sino-Tibetan, Austro-Asiatic and Dravidian.

2.1.2 The English Language

English is one of the popular languages in the world. It is a West Germanic language that arose in the Anglo-Saxon kingdoms of England and spread into what was to become South-East Scotland under the influence of the Anglian Medieval kingdom of Northumbria. Following the economic, political, military, scientific, cultural, and colonial influence of Great Britain and the United Kingdom from the 18th century, via the British Empire, and of the United States since the mid-20th Century, it has been widely dispersed around the world, become the leading language of international discourse, and has acquired the status of lingua franca in many regions. It is widely learned as a second language and used as an official language of the European Union and many commonwealth countries, as well as in many world organizations. It is

the third most natively spoken language in the world, after Mandarin Chinese and Spanish.

English is used widely throughout the world. It has become a demand of the day. Like other languages English has all linguistic and communicative properties. It is rich in all aspects of language. Everybody loves learning English all over the world. Since English is an international language, it has created a new generation of learners and now English has become compulsory need of the learner in most of the countries. English has become an essential means to open many doors to good understanding, a good job and many other opportunities. Therefore, the people of this age are in the state of whether learn English or die, due to its broad and worldwide scope.

There are many languages spoken in the world. Among them English has been recognized as a widely used language for global communication though Chinese is the most widely spoken language. It is not only important but a top requirement of those seeking good jobs and is often the language in which much of the business of good job is conducted. So it is a pretigious and a standard language in the world. It is accepted us a meanss of communication in diplomacy. It is an international linguafranca and also is used as an official language in the countries like India, Honkong, Philippines, Singapore, South Africa, Ireland, Newzealand, U.S.A., U. K.

2.1.3 ELT Situation in Nepal

English Language Teaching (ELT) has not a long history in Nepal. It can be traced back to 1854 after the establishment of Durbar High School by the Rana Prime Minister Jung Bahadur when he returned from his visit to Europe. But it was not meant for general people until Trichandra College was established in 1918. ELT, in real sense, was introduced in Nepalese curriculum after the implementation of National Education System Plan (1971).

English language is taught as a second language or a foreign language in the schools, campuses or in the universities of Nepal. It has been taught as a

compulsory subject in the school level and has been made optional in the university level. A number of institutional schools have been opened to impart education in English medium and many public schools have started this process as well. As English is required for academic activities, diplomatic relationship with the foreign countries, foreign trade, foreign employment and foreign studies, science and technology as well, its importance is getting engraved day by day. So, English has been the language of survival in Nepal too. In the present context of globalization, English is the contact language of the global village. The need of English language has been heightened due to the globalization esteem and desire of Nepal and Nepalese people.

The government of Nepal Ministry of Education (MOE) has the provision to train English teachers of school level so as to improve the ELT standard of Nepalese schools. NCED has been established for this purpose. The English teachers of different levels of school education are frequently provided short term trainings on teaching English language.

2.1.4 Attitude: An Introduction

The word attitude is borrowed from Latin word 'aptus'. It means 'fitness' or 'adoptedness'. Attitude is the tendency to react specifically toward an object situation or value usually accompanied by feelings and emotions. How people feel or what they believe is their attitude. As mentioned in the Encyclopedia of Education Vol. I (1971). 'Attitude refers to how we think, feel about and act toward our fellow human beings and how they think, feel about and act toward us' (p.396). Thus it is a set of beliefs toward something.

From the aforementioned definition, attitude is the way of thinking or behaving towards something. It helps to create motivation in learning if it is positive. If there is no positive attitude towards something, we cannot expect learning something. So learning and attitude go side by side. Understanding one's view points, attitude, beliefs, opinions, sentiments, perception and tendency is prerequisite for any decision making task. The attitude or opinion can be

interpreted by applying simple statistical tools like measure of central tendency i.e. mean, median, mode or average.

The attitude of students, teachers, community members, peers and other with whom the students come into contact, all affect motivation to some extent. But the attitude of the teacher towards the students and teaching profession is the essence and core of motivation.

Gardner (1980, p. 276) defines the term attitude as 'an inference which is made on the basis of a complex of beliefs about the attitude of object. Gardner elaborates Likert's definition by defining attitude as 'The sum total of a man's instincts and feelings, prejudice or bias, preconceived notions fears, threats and convictions about any specified topic'. Ajan (1988, p. 4) considers attitude as 'a disposition to respond favourably or unfavourably to an object, person, institution or event. Baker (1992, p. 10) defines attitude as 'a hypothetical construct used to explain the direction and persistence of human behavior'.

Gardner (1985) considers attitude as component of motivation in language learning. To him, 'motivation refers to the combination of effort plus desire to achieve to goal of learning the language plus favourable attitude towards learning the language (p. 10). Wenden (1991) proposed a broader definition of the concept of 'attitude'. He states that the term attitude includes three components namely cognitive, affective and behavioural. A cognitive component is made up of beliefs and ideas or opinions about the object of the attitude. The affective one refers to the feelings and emotions that one has towards an object, 'likes' or 'dislikes', 'with' or 'against'. The behavioural component refers to one's consisting actions or behavioural intentions towards the object (ibid).

Learning a language is closely related to attitudes towards the languages (Starks and paltridge, 1996). As such, attitudes may play a very crucial role in language learning as they would appear to influence students' success or failure in their learning (www. google.com retrieved on 13/08/2014).

2.1.5 Tasks: An Introduction

Task is a piece of work undertaken from oneself for others freely for some rewards. Task is an activity which requires learners to arrive at an outcome from given information through some process of thought and which allow teachers to control and regulate to the process, for example filling the form, telephone conversation and so on. Task is the best way to engage the learners in communication. It has become both the tool and content of second language studies. Tasks are central to learning activity and are based on the belief that students are more effectively focused on task rather than the language they are using. The other example examples of task include painting a fence, dressing a child, filling out a form, buying a pair of shoes etc. It is also known as a piece of classroom work which involves learners in comprehending, manipulating, producing or interpreting the target language while their attention is principally focused on meaning rather than form. However, the validity of task based SLA research is often criticized, i.e. the performance of a task in the classroom does not necessarily predict students' performance in real life situation.

Task is a goal oriented activity with a clear purpose in which students use language to achieve specific outcome. Richard and Rodgers (2001, p. 20) state 'Tasks are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome and task generally bears some resemblance to real life language use. So, task based instruction takes a fairly strong view of communicative language teaching'. From this view, tasks are those activities that have meaning in primary focus and task based instruction takes an important place in CLT. Cuesta (1995) states 'Task is a piece of work undertaken from oneself or for others freely or for some rewards. Thus, examples of task include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone to cross the road etc. In other words, the

word task is to mean hundreds of things people do in everyday life at work, at play and in between' (p. 89).

Task is an activity which is designed to achieve particular learning goal such as using telephone to obtain information drawing maps based on oral instruction. The materials involving tasks are stimulating, intellectually challenging those of a problem solving nature of a kind which seems meaningful to teachers planning and implementing lessons. In other words, it is an activity which requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate the process.

To perform the task, the learners are required to process the thought. It is also known as a piece of work undertaken for others freely or for some rewards. In ELT, tasks are considered to be more silent unit planning for teacher than objectives.

Types of Tasks

Task based language teaching is an approach on the use of tasks as core unit of planning and instruction in language teaching. According to Prabhu (1987) there are three types of tasks.

An information-Gap Activity

An information gap activity is an activity where learners are not supplied enough information they need to complete a task. So they need to interact with the co-learners to find it. They are to discuss and find more information from their friends and accomplish the task. According to N.S.Prabhu, this activity involves a transfer of given information from one person to another -or from one form to another, or from one place to another - generally calling for the decoding or encoding of information or into language.

Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication,

motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing. Typical types of information gap activities one might find include; describe and draw, spot the difference, jigsaw readings and listenings and split dictations. e.g. learner A has a biography of a famous person with all the place names missing, whilst learner B has the same text with all the dates missing. Together they can complete the text by asking each other questions. (google search, source:google.com 17/08/2014)

Reasoning-Gap Activity

An activity which involves deriving some new information from given information through the processes of deduction, practical reasoning, inference and perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as in information gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two (google search, source: google.com 17/08/2014).

An Opinion-Gap Activity

A basic activity which involves students, in pairs or small groups, reading or listening to the same information is called opinion-gap activity. This can be a story form, the news, a fictional story etc. that will elicit a range of opinions from students. In view point of Prabhu, this is an activity which involves identifying and articulating personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. the activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong and no reason to expect the same outcome from different individuals or on different

occasions. The goal is to inspire conversation and the exchange of information (opinions) using the target language.

2.1.6 Exercises

An exercise is premise on the need to develop the linguistic skills as a pre-requisite for the learning of communicative abilities. Ellis (2003) defines 'exercise' as "an activity that calls for form focused language use" (p. 3). In an 'exercise' such as a fill in the blank, grammar exercise, the learners are primarily engaged in producing correct linguistic forms, there is no obvious communicative goal to be achieved.

Types of Exercises

There are different types of exercises in English, such as reflective exercises, problem focused exercises, threshold network exercises.

According to 'The Free Encyclopedia' there are four types of exercises.

Communication Exercise

Communication exercise is an activity of conveying information through dialogue, signs etc. to each other which makes language learning possible. e.g. dialogue, fill in the blanks.

Problem solving Exercises/Decision Making Exercises

Problem solving exercise is a mental process whereby a student utilizes his or her knowledge and experience to respond to the requirement of an unfamiliar situation. Problem solving activity is designed to teach effectively in the classroom and it is used for extended communicative practice of grammar.

Planning /Adaptability Exercises

Planning exercise is pre-activity type exercise which prepares learners for doing tasks. Planning stimulates thoughts for getting started. e.g. planning exercise is brain storming.

Trust Exercises

Trust exercise plays a vital role in language learning because it extends the confidence in student's ability and strength for language learning.

2.1.7 Classification of Task Activities

There are different activities in language teaching. For example: painting a fence, dressing a child, filling out a form, buying a pair of shoes, borrowing a library book, making an airline reservation, typing a letter, taking a driving test, weighting a patient, sorting letters, taking a hotel reservation, writing a cheque, grammar exercise, fill in the blanks, etc. The activities are classified into two categories;

Meaning Focused Activity

According to Ellis (2003), task as work plan is to be distinguished from the task as a process (i.e. the activity that transpires when particular learners in a particular setting perform the task). Task is based on the assumption that linguistic abilities are developed through communicative abilities. It is also used as a traditional activity.

Ellis (2000) defines 'task' as an activity that call for 'meaning focused language use'. He argues that participants are language user in task. In task, language is learned incidentally. Language is learnt without being informed explicitly that aspects of language the learners are going to learn.

Form Focused Activity

A language learner should be focused on both form and meaning but some activities are form focused. In an exercise such as grammar exercise, a fill in the blank, the learners are primarily engaged in producing correct linguistic forms. Ellis argues that participants are learners in an exercise. Ellis (2003) defines 'exercise' as an activity that call for 'form focused language use'. (p. 3)

Ellis (2003) claims that the role of participants is a key factor to show the differences between form focused and meaning focused activities., he argues that particip[ants are language 'user' in a task where as they are 'learners' in an

exercise. There is no any such factor that defines language users and learners distinctly. A language user is language learner and vice-versa.

2.1.8 Difference between Task and Exercise

Task

A task is a communicative act that usually does not have a restrictive focus on a single grammatical structure and has a non-linguistic outcome. There is also a further distinction between a real-life task and a pedagogical task. The latter is devised mainly for pedagogical purposes within the classroom setting. Real-world tasks, however, are communicative tasks that are achieved through language outside the classroom. The students are given free will to use language for communicative purpose. Focus goes on multiple skills rather than on one. Tasks are communicative and usually authentic. They are meaningful and focus is on content. Correction of tasks is delayed and is done through observation and awareness raising.

Exercise

An exercise usually has a restrictive focus on a single language element, and has a linguistic outcome.

Examples of exercises and tasks

An example of a language exercise

Fill in the blanks with the simple past form of these verbs: write, go, have, study, and buy.

1. Yesterday, Nancy to school and English.
2. Last week, Leila an interesting book about the history of the United States.
3. She an email to her penpal last night.

An Example of Task

Planning a party : Learners was asked to do: agree on what they need for the preparation choose the place where the party will be held, Prepare for the party, write invitation letters. (retrieved from; www.google.com, 7/7/2014)

2.2 Review of Empirical Literature

Many researches have been done on attitudes towards English in the Department of Education and many of them are concerned with Task- Based Language Teaching. Some of them are given below:

Awasthi (1979) carried out the research entitled ' The Attitudes of different groups of people towards English language in the secondary level of Kathmandu district'. The main objective of the research was to find the attitude of people towards learning English. The research found that different groups of people had positive attitudes towards English language and were in favour of continuing English as a compulsory subject in secondary schools and also the majority of the people didn't want English to be replaced by any other U.N. languages.

Karki (1989) conducted a research entitled 'Attitudes of Campus Students towards English Language'. His main objective was to find the attitude of the students. He concluded that students have positive attitude towards learning English as compulsory subject. However, they were not satisfied with the existing curriculum, method of teaching, learning environment and evaluation system.

Cuesta (1995) conducted a research entitled 'A task based approach to language teaching: the case for task based grammar activities'. The main purpose of this research was to explore ways of fashioning task in the classroom which control learner's language while giving her opportunity for self expression and creativity. She concludes that task based teaching learning of language is one of the best strategies but can be fruitful only in the case if teachers are innovative and learners are motivated.

Khanal (1999) carried out a research on 'A study of attitudes of secondary level students towards learning English'. The objective of this study was to find out

the attitudes of students towards learning. He found out that they have positive attitudes towards learning English.

Devkota (2003) carried out a research on 'Learning Strategies used in studying literary texts: An attitudinal Study'. The objective of the study was to study the attitude and strategy in studying literature. He found that students consult dictionary, reference materials and use translation in some cases.

Oli (2005) conducted a research on 'The Effectiveness of Task-Based Techniques for teaching simple present tense'. The main objective of the research was to find out the effectiveness of task-based techniques for teaching grammar. This report concludes that task based technique is very effective in teaching simple past tense.

Bhandari (2007) conducted a research entitles 'Attitudes of B.Ed. students Towards Learning Compulsory English: A Case Study' and found that have highly positive attitudes towards learning compulsory english but they were negative towards ongoing evaluation system.

Khadka (2007) carried out a research on 'task-based and form focused techniques of teaching grammar'. The objective of this research was to determine the effectiveness of task-based technique of teaching grammar. This report concludes that task based technique is very effective in teaching simple past tense.

The review of literature has been conducted concerning the attitude towards English language and task based approach in language pedagogy at different levels by different researchers ranging from school level to campus level. However no research work has been conducted to explore the attitude of teachers and students towards tasks and exercises designed in the present grade ten English text book yet. This study is different from all the studies carried out so far in the sense that is focused on both teacher's and students attitudes towards tasks and exercises designed in the grade ten English text book.

2.3 Implication of the Review for the Study

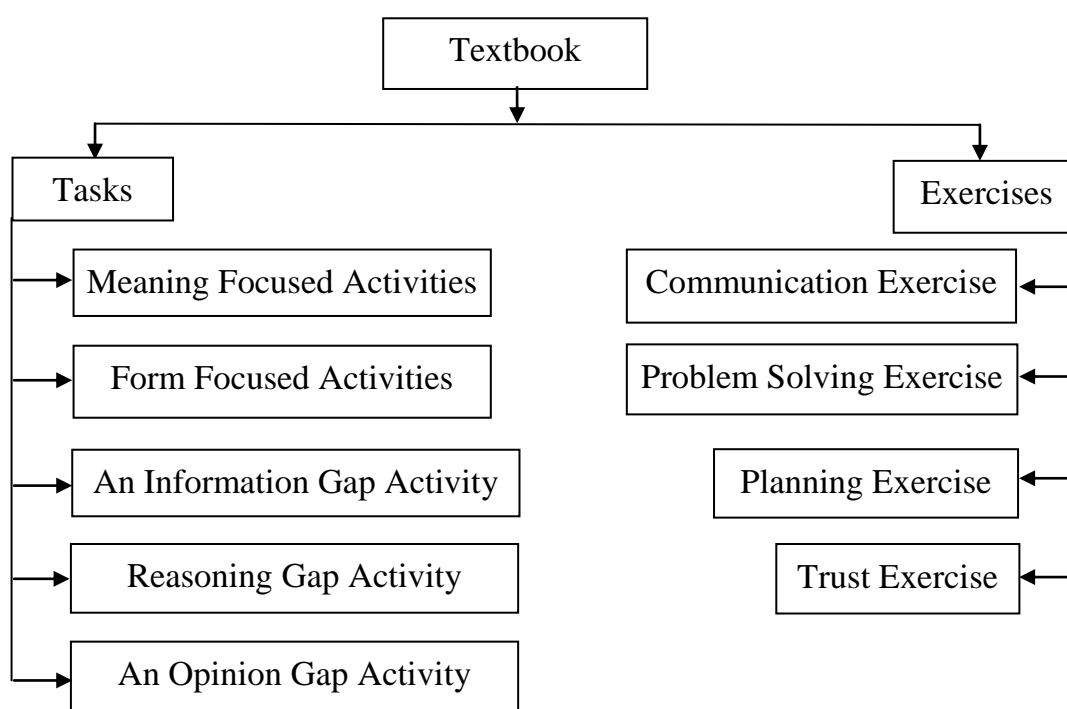
The review of the related literature has helped to model the framework of my research as the mould. The literature studied has supplied with the information about task based learning and the implication of tasks in a language class. It has also helped to determine the aspects of tasks to be considered in terms of classroom activities in a language class.

The study of different dissertations has provided enough materials for this research as they have mentioned about the use and positive aspects of task based teaching learning. The materials of these dissertations have been useful for the present dissertation to explore the attitude of the teachers and students towards tasks and exercises.

2.4 Conceptual Framework

On the basis of the ideas gathered from review of literature, the following conceptual framework has been developed in order to carry out the research work.

Fig. 1 : Framework of the Research



Chapter-III

Methods and Procedures of the Study

3.1 Design of the Study

In the present research, survey method has been implied which has enabled the researcher to find out the attitudes of both teachers and students towards tasks and exercise designed in the grade X English. Moreover, the teachers' views on the appropriateness of tasks and exercises given in the grade X English textbook and to find out learners attitudes on the appropriateness of tasks and exercises are analysed in this research. The study is basically a survey based even though some quantitative tools are also implied in some cases. Mostly views are presented and analyzed qualitatively being based upon the survey and measurable data are presented and analyzed quantitatively. So the nature of the present study is of mixed type.

3.2 Population and Sample

The populations of the study are schools running secondary level, the Secondary Level English teachers and the students studying in Grade X in the schools of Birtamode Municipality, Jhapa. For the selection of the sample population, 2 each public and private schools were selected. Ten teachers and twenty students were selected from each school. The population and the sample selection is presented in the table below.

Table 1 : Population and Sample Selection

S.N.	Description	Total Population	Sample Population
1	Public Schools	7	2
2	Institutionalized Schools	25	2
3	English Teachers	50	20
4	Students	1235	40

Source : Field Survey, 2015

3.3 Sampling Procedure

The schools and the students are selected on the basis of purposive non random sampling procedure and the English teachers are selected on the basis of purposeful sampling procedure.

3.4 Data Collection Tools

Questionnaires were used as the tool for data collection. Close ended questions were used to collect data for this study.

3.5 Data Collection Procedures

After preparing a set of questionnaire, the selected public and institutional schools were visited one by one. The researcher took permission with the head teacher/principal and consulted the selected English teachers as well as the selected students. The researcher explained the purpose of the study and requested to provide their opinions through questionnaires. Finally, the researcher collected the questionnaires from the respondents and thanked all of them. For the secondary sources of data, the researcher consulted the thesis supervisor, related book shops, libraries and websites.

3.6 Data Analysis and Interpretation Procedure

The obtained data were interpreted and analyzed in prose and presented with the help of tables/charts following descriptive as well as statistical approaches as per need.

Chapter-IV

Results and Discussion

This chapter is mainly concerned with results and discussion on data. In this section of the study, the data gathered from different sources are presented, analysed and interpreted to fulfill the objectives. A set of questionnaires consisting of close-ended questions and only one open-ended question were developed as a tool. Most of the closed ended questions were to be answered with three different alternatives. The percentage is the main basis for the data analysis. While analyzing the data the total number of responses of teachers and students were counted and changed into percentage.

4.1 Results

In this section, the results of the collection of data from the selected teachers and students are discussed. The students as well as the teachers were put some questionnaire and their answers were presented in the tables. After the presentation of the collected data, the following interpretations can be made:

- a. Three fourth of the teachers are found using tasks and exercises in their daily classroom.
- b. One fourth of the teachers are found with the view that the tasks and exercises in the textbook are highly appropriate.
- c. One fourth of the teachers are found with the view that there are unnecessary tasks in the textbook.
- d. About half of the teachers are found with the view that the language used in the exercises is realistic.
- e. Three fourth of the teachers are found with the view that the tasks in the textbook are not sufficient for listening and speaking skill.
- f. Three fourth of the teachers are found with the view that the tasks in the textbook are not sufficient for reading and writing skill.

- g. Three fourth of the teachers are found with the view that the exercises in the textbook are sufficient for teaching language skills.
- h. More than half of the students agree that their teachers use tasks in their daily classroom.
- i. More than half of the students are found with the view that the tasks in the textbook are not appropriate.
- j. About three fourth of the students claim that the tasks in the textbook are not enough for language learning
- k. Three fourth of the students agree that the instructions of the tasks in the textbook are clear enough.
- l. More than half of the students opine that the tasks in the textbook are not enough.
- m. About half of the students opine that the exercises in the textbook are not sufficient for listening and speaking.
- n. One fourth of the students opine that the exercises in the textbook are highly motivating.
- o. About half of the students have the view that there are fewer varieties of exercises in the textbook.

4.2 Discussion

4.2.1 Attitudes of Teachers towards Tasks and Exercises

To find out the attitudes of the teachers towards tasks and exercises selected teachers were asked some questions and their views are presented in different sub-headings.

Attitudes of Teachers towards Tasks

In the question about the frequency of using tasks of English course in the classroom, the responses received from the teachers are mentioned in the table below.

Table 2: Frequency of the use of Tasks

Response	No. of Responses	Percentage
Always	15	75%
Sometimes	5	25%
Never	0	0%

Source : Field Survey, 2015

In response, 75% of the teachers responded that they always use tasks in the classroom. However, 25% responded that they sometimes use the given tasks in the classroom. Thus, it could be concluded that maximum numbers of teachers use tasks in the classroom.

In the question how appropriate the tasks of grade X English book are according to the level of the students, the information from the teachers is tabulated below.

Table 3: Appropriateness of Tasks

Response	No. of Responses	Percentage
Highly Appropriate	5	25%
Appropriate	10	50%
Not Appropriate	5	25%

Source : Field Survey, 2015

The above table shows that 25% of the teachers responded that the tasks in the English textbook are highly appropriate and 50% responded them to be appropriate. However, the other 25% of the teachers responded that the given tasks are not appropriate according to the level of the students. Thus, the tasks in the English textbook are considered to be appropriate by a majority of teachers.

In the question how sufficient the tasks are for the students, the information from the teachers is tabulated below.

Table 4: Sufficiency of Tasks

Response	No. of Responses	Percentage
Enough	5	25%
Fewer	10	50%
Unnecessary	5	25%

Source : Field Survey, 2015

The above table shows that 25% of the teachers responded that the tasks designed in the grade ten English textbook are enough for the students. Fifty percent of the teachers responded that there are fewer tasks than needed and 25% responded that there are unnecessary tasks. It shows that there are not sufficient tasks designed in the grade ten English textbook.

In the question if the tasks are clearly instructed for the students and even for the teachers, the information from the teachers is tabulated below.

Table 5: Instructions in the Tasks

Response	No. of Responses	Percentage
Clearly Instructed	10	50%
Not Instructed	5	25%
Simply Instructed	5	25%

Source : Field Survey, 2015

The above table shows that 50% of the teachers responded that the tasks designed in the grade ten English textbook are clearly instructed whereas 25% of the teachers responded that the tasks are not instructed clearly. The other 25% of them responded simply instructed. Most of the teachers said that the tasks are clearly instructed.

Attitudes of Teachers towards Exercises

In the question about the sufficiency of input the exercise, the following responses are received :

Table 6: Attitudes of Teachers towards sufficiency of Exercises

Response	No. of Respondents	Percentage
Enough Input	15	75%
Not enough input	5	25%
Unnecessary Input	0	0%

Source : Field Survey, 2015

In the question whether the exercises given in the grade X English textbook are enough for the students, 75% of the respondents informed that the input was enough and 25% informed that it was not enough. None of the respondents thought it was unnecessary input.

In the question if the language used in the given exercises in the text is realistic, the teachers' response is tabulated below.

Table 7: Attitudes of Teachers towards Language used in Exercises

Response	No. of Respondents	Percentage
Highly Realistic	4	20%
Realistic	12	60%
Unrealistic	4	20%

Source : Field Survey, 2015

The above table shows that 60% of the teachers responded the language used in the designed exercises are realistic, 20% of them responded unrealistic and 20% of them said highly realistic. Based on this information majority of teachers are in favour of language used in the exercises of grade ten English Textbook.

In the question if the exercises introduced in the textbook are motivating and in realistic context, the teachers' responses are presented in the following table.

Table 8: Attitudes of Teachers towards Motivating and Realistic Exercises

Response	No. of Respondents	Percentage
Motivating and Realistic	9	45%
Not Motivating and unrealistic	5	25%
More motivating and more realistic	6	30%

Source : Field Survey, 2015

The above table shows that 45% of the teachers responded the designed exercises of grade X English as Motivating and realistic, 25% of them responded as not motivating and unrealistic and 30% of them responded the designed exercises as more motivating and more realistic. We conclude that the designed exercises of grade ten English should be improved.

In the question if the variety of exercises for students in the grade ten English textbook are found sufficient, the teachers' responses are as tabulated.

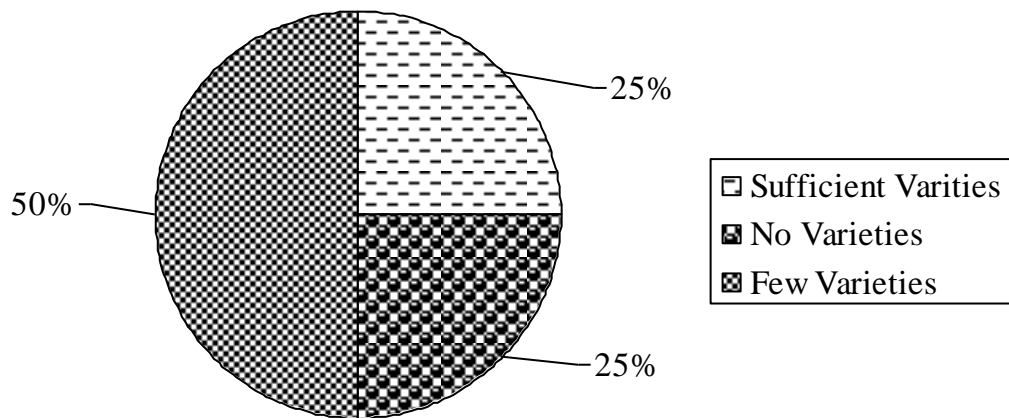
Table 9: Attitudes of Teachers towards Variety of Exercises

Response	No. of Respondents	Percentage
Sufficient Varieties	5	25%
No varieties	5	25%
A Few Varieties	10	50%

Source : Field Survey, 2015

According to the above table, 25% of the teachers responded that there are sufficient varieties whereas 25% of them responded that there are no varieties. The other 50% of them responded there are few varieties. The responses can be shown in the following chart for more clarity.

Fig. 2: Teachers' View on Varieties of Exercises



The above diagram shows that majority of the teachers responded only few varieties of exercises are designed in the grade ten English textbook. Exercises should be added other more varieties.

Attitudes of Teachers towards Tasks for Language Skills

In the question if the tasks given in the English textbook are helpful in communicative language, the teachers' responses are presented in the following table.

Table 10: Attitude of Teachers towards Tasks for Communication

Response	No. of Respondents	Percentage
More Helpful	15	75%
Helpful	5	25%
Not Helpful	0	0%

Source : Field Survey, 2015

The above table indicates that 75% of the teachers responded that the designed tasks in the grade ten English textbook are more helpful in communication language teaching. The other 25% of them responded helpful for language teaching and none of the teachers responded the designed tasks are not helpful. The majority of the teachers said that the designed tasks are appropriate for communicative language teaching.

In the question if the tasks given in the English textbook for listening and speaking are sufficient, the teachers' views are presented in the following table:

Table 11: Attitude of Teachers towards Tasks for Listening and Speaking Skills

Response	No. of Respondents	Percentage
Sufficient	5	25%
More Sufficient	0	0%
Insufficient	15	75%

Source : Field Survey, 2015

According to the above table, 25% of the total respondents responded that the tasks that are designed in the grade ten English textbook are sufficient and 75% of them responded the tasks are not sufficient. It can be said that the majority of the respondents said there are not sufficient tasks designed for listening and speaking skills. Tasks for listening and speaking skills should be increased.

In the question if the tasks for reading and writing are sufficient, the teachers' opinions are presented in the following table:

Table 12: Attitudes of Teachers towards Tasks for Reading and Writing Skills

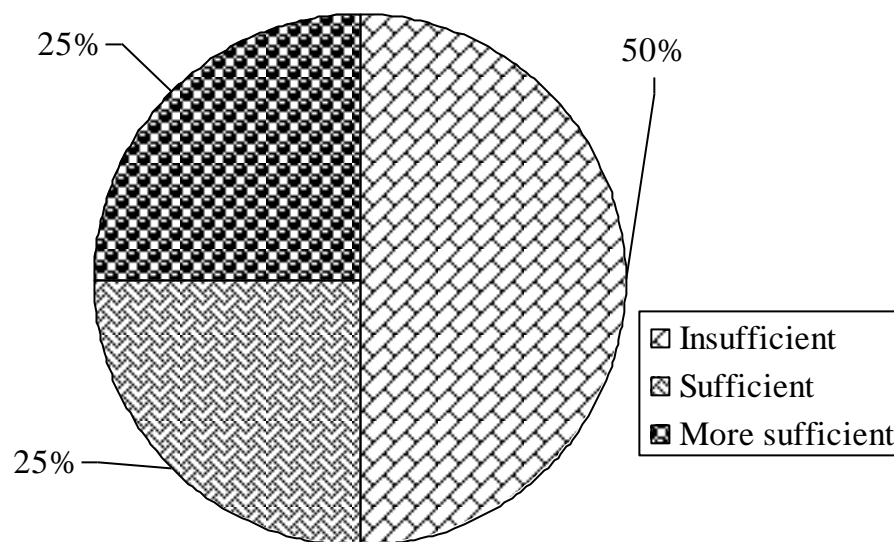
Response	No. of respondents	Percentage
Insufficient	10	50%
Sufficient	5	25%
More Sufficient	5	25%

Source : Field Survey, 2015

The above table shows that 50% of the teachers responded the designed tasks for reading and writing insufficient whereas 25% of the teachers responded there were more sufficient tasks for reading and writing skills. The other 25% of the respondents said that the tasks provided in the grade ten English textbook are sufficient. The majority of the respondents said that the tasks are insufficient for reading and writing skill.

The responses can be presented in following diagram.

Fig. 3: Teachers Attitude towards Tasks for Reading and Writing Skill



The above pie chart shows the teachers' views on sufficiency of tasks. The most of the teachers responded that there are insufficient tasks for reading and writing skill. We obviously conclude that the designed tasks in grade ten English are insufficient. So, tasks for reading and writing skill should be included more than this.

In the question if the designed tasks in grade ten English textbook are preferred, the responses presented below:

Table 13: Attitude of Teachers towards Tasks Preferred

Response	No. of respondents	Percentage
Preferred	8	40%
Not Preferred	5	25%
Simply Preferred	7	35%

Source : Field Survey, 2015

The above table shows that 40% of the teachers said that they prefer the designed tasks. Other 25% of them said that the tasks are not preferred by them and 35% said that the tasks are simply preferred by them. The majority of teachers said that the designed tasks are preferred and suitable.

In the question if the designed tasks in the grade ten English textbook have covered all the activities of language skills, the views of the respondents are presented below:

Table 14: Attitude of Teachers towards Tasks for Coverage

Response	No. of respondents	Percentage
Covered	15	75%
Not Covered	5	25%
Well covered	0	0%

Source : Field Survey, 2015

The above table shows that 75% of the respondents said that the designed tasks in the grade ten English textbook cover all the activities of language skill, whereas 25% of them said that the tasks in the textbook have not covered all the activities of language skills. The majority of the respondents said that the designed tasks have covered all the activities of language skills.

Attitudes of Teachers towards Exercises for Teaching Language Skills

In this section, teachers' responses were analyzed to find out the teachers' attitudes towards exercises for teaching language skills.

In the question if the exercises designed in the grade ten English textbook are sufficient for language skills, the teachers' responses are as tabulated below:

Table 15: Attitude of Teachers towards Exercises for Teaching Language Skills

Response	No. of respondents	Percentage
More than Sufficient	0	0%
Sufficient	15	75%
Insufficient	5	25%

Source : Field Survey, 2015

The above table shows that 75% of the teachers responded the designed exercises in the English textbook are sufficient for language skills and 25% of

them said the exercises are not sufficient. This shows that the exercises designed in the grade ten English textbook are sufficient for teaching language skills. The majority of respondents expressed positive attitude towards designed exercises in the English textbook.

In the question if the exercises given in the grade ten English textbook have covered all the language skills, the responses of the teachers are presented in the table below:

Table 16: Attitude of Teachers towards Exercises for Coverage

Response	No. of respondents	Percentage
Well Covered	5	25%
Slightly Covered	10	50%
Not Covered	5	25%

Source : Field Survey, 2015

The above table shows that 25% of teachers responded that the designed exercises in the grade ten English textbook have well covered all the language skills whereas 50% of them responded that the exercises have slightly covered the language skills. The other 25% of them responded that the exercises have not covered all the language skills. This shows that majority of the teachers responded designed exercises have covered all the language skills.

In the question if the exercises given in the English textbook are appropriate for different activities of language skills, the responses from the respondents are as follows:

Table 17: Attitude of Teachers towards Exercises for Appropriateness of Language Skills

Response	No. of Respondents	Percentage
Highly Appropriate	5	25%
Appropriate	10	50%
Not Appropriate	5	25%

Source : Field Survey, 2015

The above table shows that 25% of the teachers responded the exercises given in the grade ten English textbook are highly appropriate whereas 50% of them responded they are appropriate and 25% of them said the exercises are not appropriate. The majority of teachers responded that the exercises provided in the textbook are appropriate for different activities of language skills.

4.2.2 Attitudes of Students towards Tasks and Exercises

Attitudes of the Students towards Tasks

To find out the students attitudes towards tasks, four questions were asked. They were asked to tick the best opinion. Their responses are presented in the following table.

Table 18: Students' Attitudes towards Tasks

Response	No. of Responses	Percentage
Always	24	60%
Often	12	30%
Never	4	10%

Source : Field Survey, 2015

In the question about the frequency of using tasks in the classroom, 60% students said their teachers always have them perform some tasks whereas 30% of students said that they often have to perform some tasks and 10% students said they never have to perform any task in their English lessons. Majority of the students (60%) agreed with their teachers that they always have some tasks.

Siimilarly, in the question about the appropriateness of tasks for the students, the responses are presented in the following table.

Table 19: Students' Attitudes towards Appropriateness of Tasks

Response	No. of Responses	Percentage
Highly Appropriate	10	25%
Appropriate	8	20%
Not Appropriate	22	55%

Source : Field Survey, 2015

The above table shows that 25% of the total respondents answered that the designed tasks in the grade ten English textbook are highly appropriate for the students, 20% of them said appropriate and 55% said the designed tasks are not appropriate. This shows that majority of the students responded the designed tasks are not appropriate and should be improved. In the question about the sufficiency of the tasks, the responses are tabulated below:

Table 20: Students' Attitudes towards Sufficiency of Tasks

Response	No. of Responses	Percentage
Enough	8	20%
Few	28	70%
Unnecessary	4	10%

Source : Field Survey, 2015

The students were asked whether the designed tasks are enough or not. The table shows that 70% of the students responded there are not enough tasks designed in the grade ten English textbook, 20% of them responded the designed tasks are enough and 10% of them responded that there are unnecessary tasks designed in the English textbook. This table shows that the majority of the students responded there are not enough tasks designed in the grade ten English Textbook. In the question about the clarity of the instructions in the tasks, the following responses are received:

Table 21: Attitude of Students towards Tasks Instruction

Response	No. of Responses	Percentage
Clearly Instructed	30	75%
Not Clearly Instructed	4	10%
Simply Instructed	6	15%

Source : Field Survey, 2015

The students were asked about the tasks instruction. About 75% of the students responded that the designed tasks are clearly instructed, 10% of them responded that they are not clearly instructed and 15% said they are simply instructed. It shows majority of the students (75%) agree that the tasks are clearly instructed.

Attitudes of Students towards Exercises

In this section, the students' opinions are elicited using different questions and analyzed as follows:

In the question if the exercises designed in the grade ten English textbook are enough for the students, the information is as tabulated below:

Table 22: Attitudes of Students towards Areas of Exercises

Response	No. of Respondents	Percentage
Enough Exercises	10	25%
Not Enough Exercises	24	60%
Unnecessary	6	15%

Source : Field Survey, 2015

As tabulated above, 25% of the students responded the exercises designed in the grade ten English textbook have enough varieties, 60% of the students responded that there are not enough exercises and 15% of them responded there are unnecessary exercises. This shows that majority of them were not satisfied from the designed exercises in the grade ten English textbook.

In the question if the language used in the exercises is simple and realistic, the responses from the students is as tabulated.

Table 23: Attitudes of Student towards Language used in Exercises

Response	No. of Respondents	Percentage
Highly Simple and Realistic	8	20%
Simple and Realistic	20	50%
Complex and Unrealistic	12	30%

Source : Field Survey, 2015

As shown in the above table, 50% of the students responded the language used in the exercises are simple and realistic, 20% of them responded highly simple and realistic and 30% students responded the language used in the exercises is complex and unrealistic.

In the question if the exercises introduced in the English textbook are motivating, the responses of students were as follows:

Table 24: Attitudes of Students towards Exercises for Motivation

Response	No. of Respondents	Percentage
Highly motivating and interesting	10	25%
Motivating and interesting	28	70%
Monotonous	2	5%

Source : Field Survey, 2015

The above table shows that 25% of students responded the designed exercises are highly motivating and interesting for the students, 70% of them responded motivating and interesting and 5% of them responded that the designed exercises are monotonous. So, it can be said that the majority of the students responded the exercises designed in the grade ten English textbook are motivating and interesting.

In the question if the exercises given in the English textbook have sufficient varieties, the responses obtained from the students are tabulated below:

Table 25: Attitudes of Students towards Varieties of Exercises

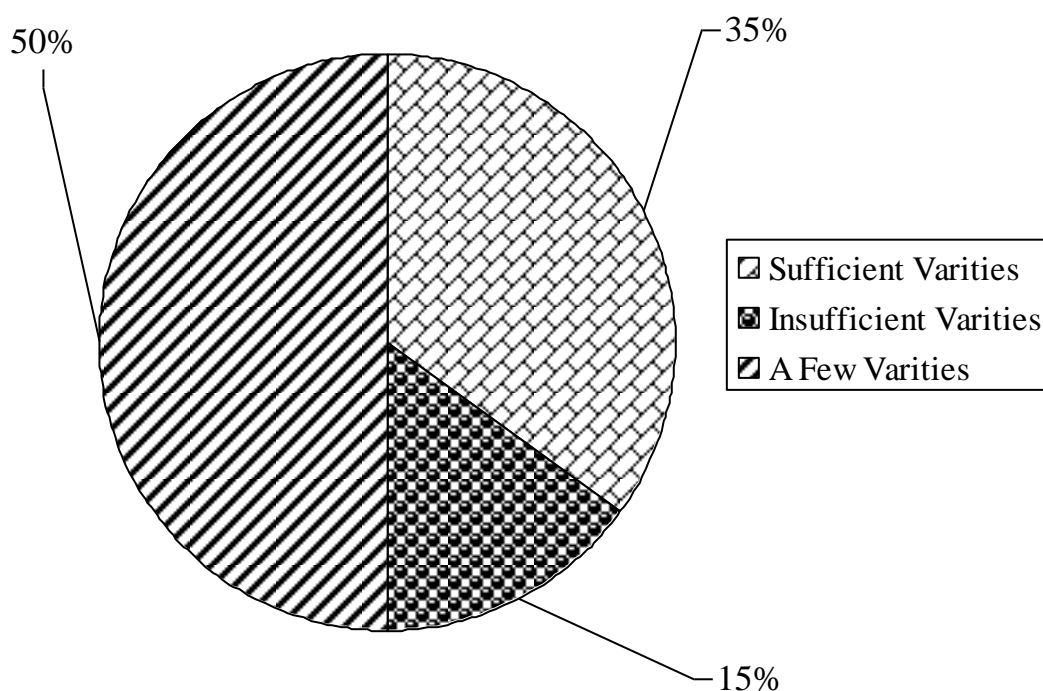
Response	No. of Respondents	Percentage
Sufficient Varieties	14	35%
Insufficient varieties	6	15%
A few varieties	20	50%

Source : Field Survey, 2015

The above table indicates that 35% of the students responded that there are sufficient varieties of exercises designed in the grade ten English textbook, 15% of them responded there are no varieties and 50% of them responded that there are few varieties of exercises. It can be said that the exercises should be added and included other varieties.

The responses can be more vividly presented in the following diagram :

Fig.4: Students View on Varieties of Exercises



The above diagram shows that the area of few varieties is greater than the areas covered by sufficient and no varieties. It can be said that the designed exercises do not have sufficient varieties. The students responded there are few varieties and other varieties of exercises should be included.

Attitude of Students towards Tasks for Language Skills

In this section, different questions were asked to students towards the tasks for language skills. The questions and their responses are presented below:

In the question if the tasks designed in the English textbook are sufficient for listening and speaking skill, the responses of the students are presented and tabulated below:

Table 26: Attitude of Students towards Sufficiency of Tasks for Listening and Speaking

Response	No. of respondents	Percentage
Sufficient	12	30%
Insufficient	20	50%
More Sufficient	8	20%

Source : Field Survey, 2015

The above table shows that 30% of the students responded that the designed tasks in grade ten English textbook are sufficient for listening and speaking skill but 50% of them said tasks are not sufficient. The other 20% of the students said that there are more than sufficient tasks in the textbook. As most of the students responded that the designed tasks are insufficient, more tasks should be added for listening and speaking skill.

In the question if the tasks for reading and writing skills are sufficient, the respondents' views are tabulated below:

Table 27: Attitude of Students towards Tasks for Reading and Writing Skill

Response	No. of respondents	Percentage
Sufficient	16	40%
More than Sufficient	14	35%
Insufficient	10	25%

Source : Field Survey, 2015

As shown in the table, maximum number of students, 40% responded that the tasks are sufficient for reading and writing skill, 35% responded that they are more than sufficient and 25% of them responded that the tasks are not sufficient for reading and writing skill. This shows that tasks designed in grade ten English textbook for reading and writing skill are sufficient but needed to improve and include.

In the question if the designed tasks in grade ten English textbook are preferred, the responses of the students are tabulated and presented below:

Table 28: Attitude of Students towards Tasks Preferred

Response	No. of respondents	Percentage
Highly Preferred	12	30%
Simply Preferred	6	15%
Not preferred	22	55%

Source : Field Survey, 2015

The above table shows that 30% of the students responded the designed tasks in grade ten English as highly preferred, 15% of them said they are simply preferred and 55% of them did not prefer the tasks designed in the textbook. This shows that the designed tasks in grade ten English need to be redesigned so as to make them preferable.

Attitudes of Students towards Exercises for Teaching Language Skills

In this section, students were asked if the given exercises have well covered all the language skills. The responses of the students are presented in the table below:

Table 29: Attitude of Students towards Exercises for Teaching Language Skills

Response	No. of respondents	Percentage
Well Covered	20	50%
Slightly Covered	12	30%
Not Covered	8	20%

Source : Field Survey, 2015

The above table shows that 50% of the students responded that the designed exercises in the grade ten English textbook have well covered all the language skills, 30% of them said that the exercises have slightly covered 20% of them said that the exercises have not covered all the language skills. Majority of the students are found positive about the coverage of the exercises.

Chapter-V

Summary, Conclusions and Implications

After the minute analysis and discussion of the study results, the following summary, conclusion and implications can be drawn out.

5.1 Summary

Our education system basically depends on written examination system. Unless students perform well in the written examination, they cannot obtain good marks. SLC Examination, the so called 'iron gate' for the students, determines the future of the students. That is why very hard labour and practice is required on the part of the learners. The more we engage the learners in different activities of listening, speaking, reading and writing, the better they perform in the examination and better prepare for the future. The role of motivation is very important in language learning. It helps to make learning effective and long lasting. Tasks and exercises are very important and essential to develop habit and gain skills needed for performing well in the examinations and for personality development. So, the main purpose of this research is to find out what attitude the students and teachers have towards tasks and exercises designed in Grade Ten English textbook. Another most important purpose of this research is to motivate teachers and students and arouse and stimulate their positive attitude towards the tasks and exercises so that they can acquire enough skills and knowledge to engrave their study as well as to improve their quality.

This is a survey based and quantitative research design. Two schools out of 7 public schools and 2 schools out of 25 Private schools have been taken as sample and 10 students as well as five teachers were selected from each sample school. After the analysis of the data, the research work can be summarized as follows:

Majority of the teachers use tasks and exercises in their daily classrooms. Majority of the teachers think that exercises are sufficient but tasks are not sufficient for the students so as to learn and internalize the language skills. Most of the teachers find that the tasks and exercises designed in the textbook are not so appropriate. The teachers are not in unison in the matter of the varieties included in the tasks and exercises even though about 50% of them need more varieties to be included that befit the real life situations. The teachers also have opined that tasks and exercises in the textbook should be much enough to develop all the language skills.

Most of the students agree practicing tasks and exercises in their classrooms and agree them to be clearly instructed. They think the tasks and exercises should include more varieties and be more motivating.

5.2 Conclusion

The present study has tried to find out the attitudes of teachers and students towards the tasks and exercises included in the textbook of Grade Ten English textbook. The tasks and exercises designed for the textbook of Grade Ten English are evaluated from different angles from the point of view of the teachers and students. The reaction from the teachers and students is of mixed type. The tasks and exercises are appropriate in some respects and need rectification in some.

The clear instructions and the coverage of language skills are the positive aspects of the present tasks and exercises in the textbook. They are found motivating to some extents. But it is necessary to add more varieties and make them real life situation oriented. It is better to have more motivative tasks and exercises that can catch up the instincts of the teenager learners.

5.3 Implications

5.3.1 Policy Level

- a. While designing syllabus, the syllabus designers should include sufficient tasks and exercises for all the four language skills.
- b. Appropriate tasks should be included.
- c. Varieties of tasks and exercises should be included in the teachers' trainings.
- d. Schools should provide authentic resources to teachers for including tasks and exercises in teaching English.

5.3.2 Practice Level

- a. Many students opine that the tasks and exercises included in the grade ten English textbook are insufficient, inappropriate and demotivating. So, this suggests the English language teachers to develop and arouse positive attitude in those students to incorporate tasks and exercises in English language classroom.
- b. Appropriate tasks and exercises can be helpful in increasing students' motivation and participation in the classroom.

5.3.3 Further Research

The present study of 'Attitudes of Teachers and Students towards Tasks and Exercises' is an opening or an inauguration for a number of possible research works that can be conducted. There are many instances in the textbooks of secondary level English textbook as well as curriculum that are to be reresponded. In such situations there are many issues on which researches can be conducted by many scholars and researchers. Thus, present study can be a very important resource material for those people who are very keen to carry out a research on any issue on the textbooks of secondary level. In this context, following topics are recommended for further research.

Appropriateness of Tasks in Secondary Level English Textbooks.

Effectiveness of Exercises Included in Grade Ten English Textbook.

Effectiveness of Exercises Included in Grade Nine English Textbook.

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google search, www.google.com

Attitude of Teachers and Students towards Tasks and Exercises of English Textbook

Appendix I

Questionnaire for the Teachers

Name :

School :

Type of School : Public/Institutionalized

Duration of Teaching :

1. How often do you make your students do tasks and exercises in your English lessons?

Ans :

2. How appropriate are the tasks and exercises prescribed in the present textbook of grade X?

Ans :

3. How sufficient are the tasks for the students?

Ans :

4. Are the tasks clearly instructed for the students?

Ans :

5. Are the exercises included in grade ten textbook sufficient for the students?

Ans :

6. Is the language used in the exercises motivating and realistic?

Ans :

7. Are there enough varieties in the exercises included in the English textbook of grade ten?

Ans :

8. Are the tasks included in grade ten English textbook sufficient for listening and speaking?

Ans :

9. Are the tasks designed in grade ten English textbook preferred?

Ans :

10. Are the tasks included in grade ten English textbook sufficient for reading and writing?

Ans :

Attitude of Teachers and Students towards Tasks and Exercises of English Textbook

Appendix II

Questionnaire for the Students

Name :

Class :

School :

Type of School : Public/Institutionalized

1. Do your teachers use tasks and exercises regularly in your English lessons?

Ans :

2. Are the tasks and exercises prescribed in the present in your textbook appropriate?

Ans :

3. Are there enough tasks in the textbook?

Ans :

4. Are the tasks in your textbook clearly instructed?

Ans :

5. Are the exercises included in grade ten textbook sufficient for your learning?

Ans :

6. Is the language used in the exercises realistic?

Ans :

7. Are the exercises included in the English textbook highly motivating and interesting?

Ans :

8. Are the tasks included in grade ten English textbook sufficient for listening and speaking?

Ans :

9. Are the tasks designed in grade ten English textbook highly preferred?

Ans :

10. Are the tasks given in grade ten English textbook sufficient for reading and writing?

Ans :