

CHAPTER ONE

INTRODUCTION

1. General Background

Language is the most widely used means of communication among human beings. It is the species-specific property of mankind. According to Wardhaugh (1972), 'Language is the system of arbitrary vocal symbols used for human communication' (p.3), as cited in Brown, 1994,p.4). To quote 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). Thus, from the above definitions, it is obvious that language is a tool for expressing ideas. It is unique property of human beings.

Among the languages spoken in the world English has been recognized as a widely used language for global communication. It is a prestigious and a standard language in the world. It is an international linguafranca and also used as an official language in the countries like India, Honkong, Philippines, Singapore, South Africa, Ireland, New Zealand and so on. It is spoken as mother tongue in the countries like Britain, America, Canada, Scotland, etc. It is the most orderly used language among the six UN official languages. It has the largest body of vocabulary and the richest body of literature. It is not only language for international communication but also a gateway to the world body of knowledge we can have access to the advanced scientific technology, world civilization, medicine economics and other areas of knowledge by means of English.

1.1 Need and Importance of English Language in Nepal

English language plays a vital role in the field of teaching and learning. Nowadays it is taught as a second or foreign language in many countries of the world. In the context of Nepal, English language has been given priority over international languages. It is taught as a compulsory subject from primary to

bachelor level and also as an optional or specialized subject. In addition, a number of English medium schools have been established in private sector under the supervision guidance and control of the ministry of Education. So English has become the cry of the day in Nepal.

Nepal needs English for academic activities, to establish diplomatic relations with the foreign countries, to run trade, business and industries, and for the development of advanced science and technology. Moreover, it is necessary to ensure better career with in and outside the country. So, English almost has become the language of survival in Nepal. Further more in the present era of globalization English has been an essence for developing international brotherhood.

English has begun to be learnt in Nepal after it entered the Indian subcontinent with the expansion of British Expire in the east. The British introduced English in Indian Education system and later it expanded upon Nepal. In this context, Awasthi (2003) writes,

'Formally English entered in Nepalese Education in 1854 when the prime Minister Jang Bahadur Rana opened Darbar High School in Kathmandu. However, it was not introduced in the higher education until 1918 when Trichandra College was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education system plan (NESP). Until the English language teachers were not trained. It started only in 1971 when FOE of TU initiated B.Ed. programme in English education' (Journal of NELIA,8,12). Thus English is taught as specialized subject in I.A., B.A., M.A. and I.Ed., B.Ed, M.Ed English, in TU in the faulty of Education.

Language teaching is a matter of pedagogy. To impart language teaching is a matter of pedagogy. To impart linguistic skills to the language learners is the main purpose of language teaching. Traditionally, language teaching means to make the learners able to read and write in the particular language but listening

and speaking skills were neglected in the field of language teaching and the language was taught translating the target language into their mother tongue. It was the old method of language teaching especially used to teach Greek and Latin in Europe, known as Grammar Translation (GT) method. It was popular during 1940s-1940s in ELT field. At that time vocabulary was taught through bilingual word list, dictionary study and memorization. Grammatical rules were taught deductively. The medium of instruction was the learners native language and accuracy was more emphasized than fluency since the GT method was not very effective in preparing student to use the target language communicatively another method emerged known as direct method. The main purpose of the direct method was to teach the meaning by making direct connection with the word through demonstration, action and grammar taught inductively. Correct pronunciation and grammar were emphasized. Likewise both speaking and listening comprehension were focused. But, Henry Sweet, British applied linguist recognized its limitations which offered innovation at the level of teaching procedures but lacked through methodological basis. It's main focus was on the exclusive use of the target language in the class room. However, it failed to address many issues. So the direct method was criticized by linguists in the field of language teaching. After that, the oral approach and situational language teaching began with the work of British Applied linguists in 1920s to 1930s. It emphasized on oral structural drills and situational presentation. The target language is the medium of language teaching in the classroom. Likewise, audio-lingual method developed in America as a reaction to the direct method. During 1960s, audio-lingual method was developed by Nelson Brooks as audio lingualism. It was also called "New key" audio-lingual, habit theory functional skill strategy and behaviorist psychology.

It believed that speaking and listening were the basic skills of language, each language has its own unique structure and rule system and language learning as a matter of habit formation. But this method was criticized by linguists and said that students were unable to transform skills acquired through this method to

the real communication outside the classroom. They also found the experiences of studying through the procedure of Audio lingualism to be boring and unsatisfactory. After that, several alternative methods as the basis for teaching proposals developed in the field of language teaching. They are lexical approach, communicative language teaching. The natural approach the content based teaching and task based teaching.

The communicative method to language teaching has come against all the methods. The main purpose is to develop the communicative competence in the learners. The interaction and communication is the primary function of language. Similarly language teaching means to teach all the four language skills and treated equally i.e. listening speaking, reading and writing. All the four language skills are equally focused in language teaching and learning in the world.

But there are changing concepts regarding the way of language teaching.

English language teaching tradition has been subjected to a tremendous change in recent days. It had been common to adopt, modify and replace on method by another with changing attitude and interpretation of the best way of language teaching and learning.

Some of the language teaching methodologies that gained popularity at different times in the field of ELT are as follows;

- a. The classical method
- b. The direct method.
- c. The audio lingual method.
- d. The suggestopedia.
- e. The silent way.
- f. The strategy based instruction.
- g. The communicative language teaching (CLT).
- h. The task based language teaching (TBL)

1.1.1 ELT situation in Nepal

English language Teaching (ELT) has no long history in the field of teaching in Nepal. It can be traced back to 1854 A.D. after the establishment of Durbar High school by the prime minister Jung Bahadur Rana after returning from the one year visit to the U.K. Awasthi (2003) states,

English entered in the Nepalese education in 1854 when the prime minister Jung Bahadur Rana opened a High school in Kathmandu. However, it was not introduced in the higher education until 1918 when Trichandra College, the first college in the kingdom, was established. The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education system plan (NESP), Until then English teachers were not trained (P 22).

This statement signifies that English language education started very late in Nepal. English language is taught as a second language or foreign language in schools campuses and different educational institutions, in the context of Nepal, English is taught as a compulsory subject from primary level to graduate level and also as an optional or specialized subject. In addition, number of English medium schools have been established in private sector under supervision, control and guidance of the ministry of Education (MOE) in Nepal. Nepal needs English for academic activities to establish diplomatic relationship with the foreign countries to run trade, business and industries and for the development of advanced Science and technology. So, English has almost became the language of survival in Nepal. Furthermore, in the present era of globalizations English has been an essence for developing international relationship and brotherhood. Though, teaching and learning English in Nepal was started one and a half century ago, it could not be satisfactory due to several reasons such as lack of trained teachers, lack of sufficient materials, lack of proper fund, problem in curriculum and textbook designing and so on. The other main problems were the selection of appropriate teaching approaches, the methods and techniques. Similarly, ELT situation in Nepal is also influenced by the political situation. Several attempts have been made to

develop effective approaches and techniques for teaching English in the world as well as in Nepal. Now, the curriculum have been designed on the basis of communicative approach. There are also several non-governmental organizations like NELTA (Nepalese English Language Teacher's Association) LSN (Linguistic Society of Nepal) and LAN (Literary Association of Nepal) to develop English. NELTA is an organization which specially has been working towards the promotion of ELT situation in Nepal.

1.1.2 Defining 'Attitudes'

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 emotion. How people feel or what they believe is their attitude. As mentioned in the Encyclopedia of Education Vol. I (1971), 'Attitudes refer 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 set of beliefs toward something. From the above 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 toward something we can not expect of learning something. So learning and attitude go side by side. Understanding one's view points, attitudes, beliefs, opinions, sentiments, perception and tendency is prerequisite for any decision making tasks. The attitudes or opinions can be interpreted by applying simple statistical tools like measure of central tendency i.e. mode, median, mean or average.

The attitudes of students, teacher, community members, peers and other with whom the students comes into contact all affect motivation to some extent but is attitude of the teacher towards the students and towards his/her profession that is the essence and core of motivation (P. 22)

In Gardner (1980, P. 267), defines the term attitude as 'an inference which is made on the basis of a complex of beliefs about the attitude object.' Gardener

elaborates an 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.' In Ajzan (1988, P.4) considers attitudes as 'a disposition to respond favourably or unfavourably to an object, person, institution or event.' Baker (1992, P. 10) defines attitudes as 'a hypothetical construct used to explain the direction and persistence of human behaviour.'

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

Learning a language is closely related to the attitudes towards the languages (Starks and Paltridge, 1996). Karahan (2007, P 84) avers that positive orientation towards learning English. As such, attitudes many play a very crucial role in language learning as they would appear to influence students' success or failure in their learning.

1.1.3 Defining 'Task'

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 learners in

communication. It has become both tool and subject of second language studies. Tasks are central to learning activity and are based on the belief that students are more effectively focused on the task rather than the language, they are using. The other 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. Manipulation, Producing or interpreting in the target language while their attention is principally focused on meaning rather than form. However, the validity of task based SLA researches is often criticized. i.e. the performance on 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 . It is an activity in which students use language to achieve specific outcome. Richard and Rodgers (2001) 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 bear some resemblance to real life language use. So, task based instruction takes a fairly strong view of communicative language teaching (as cited in Skehan, 1996, p.20).

From this view, tasks are those activities that have meaning in primary focus and task based instruction takes an important place in CLT. Likewise Cuesta (1995) states,

Task is a piece of work undertaken from oneself or for others freely or for some rewards. Thus examples of tasks 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, weighting a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words by 'task' is meant the hundred

and one thing people do in everyday life, at work at play and in between (as cited in Long, 1985, 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 requires learners to arrive at an outcome from given information through some process of thought and which allow teachers to control and regulate the process the thought.

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 some reward. In ELT, tasks are considered to be more silent unit planning for teacher than objectives.

Tasks is also defined from different angles. Research based definition and pedagogic definition is one of them. The first is concerned task and latter is concerned with how SLA researcher defined task and later is concerned with how it is defined form language learning and teaching point of view. There are many books and articles published since 1980s which deal with various approaches of TBLT. Ellis (2000) divides them into psycholinguistic and socio cultural approaches. likewise, She hadeh (2005) provides four major perspectives of studying TBLT. They are

- i) The interaction hypothesis
- ii) Output hypothesis
- iii) Skehan's cognitive view
- iv) Socio-cultural perspectives

Ellis and Shehadeh's views are same. However Ellis's view is more general but Shehadeh's view is specific. Following Ellis (2000) I have specified the approaches into two broad categories

I) Task from a psycholinguistic perspective

From a psycholinguistic perspective, a task is a device that guides learners engaged in certain types of information processing that are believed to be important for effective language use and language acquisition. It is predictive and deterministic. Tasks are seen as the external means by which we can influence the mental computation that learners make. These computation determine how effectively they communicate and how they acquire language. The interaction hypothesis (Long, 1983,1996), Output hypothesis (Swain, 1985,1995), Cognitive approach to language teaching (Skehan, 1996, 1998) and communicative effectiveness (Yule, 1997) are the major studies under this perspective.

II) Socio–Cultural perspective of tasks

The socio-cultural theory has created a place in SLA since 1980s. This Theory assumes that language acquisition takes place through interaction with other member in society (Phayak, 2008, P.96).

Socio-cultural Theory considers language learner as a social being rather than an individual unit and language is regarded as a tool for thought (Mitchell and Myles 2004, p. 194) i.e. means of mediating thought and language learning considered as a mediated learning as other mental activities are mediated. This theory also claims that language acquisition takes place through scaffolding which leads learners to ZPD (a zone which is beyond the present knowledge learner that can be reached through the support of adult learners of someone who knows language better) Swain (2000a), Lantolf (2000a), Ohta (2001), Lantolf and Appel (1994a) are the major studies in socio cultural perspective of TBLT

1.1.4 Types of Tasks

Tasks based language teaching is an approach based 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 in TBLT. They are as follows :

- i) An information – gap activity :** This activity involves a transfer of given information from one person to another person or from one form to another or from one place to another generally calling for the decoding-encoding of information from or into language.

- ii) Reasoning – gap activity :** This activity involves deriving some new information from given information through process of inference, deduction, practical reasoning or a perception of relationship or patterns.

- iii) An opinion – gap activity :** This activity involves identifying or articulating a person preference, feeling or attitude in response to a given situation.

1.1.5 Exercises

An exercise is premised 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 call for 'form focused language use (p.3). A language learner should focus on both form and meaning in task and exercise. In 'task' the learners are primarily engaged in trying to communicate content (meaning is primary).

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. The outcome is evaluated in terms of whether the learners answers are grammatically correct or not and no direct relationship between the type of language activity involved and naturally occurring discourse is intended. Ellis (2003) argues that participants are

language 'user' in task where as they are 'learners' in an exercise. There is no any such factor that defines language users and language learners distinctly. In task language is learned incidentally but in exercise, language is learned intentionally.

Type of Exercises

There are different types of exercises in English, such as reflective exercises, problem-focused exercises, threshold network exercises. ETAS Berne (2000) argues that there are three types of exercises. They are :

- i. Vocabulary exercises
- ii. Thinking exercises
- iii. Cultural exercises

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

- i. Communication exercises
- ii. Problem solving exercises/decision making exercises
- iii. Planning/adaptability exercises
- iv Trust exercises

1.1.6 Classification of Tasks 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, making and 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 blank etc.

The activities are classified into two categories

i) Meaning focused Activities

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 activities.

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.

ii) Form focused Activities

A language learner should 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 participants 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.

1.1.7 Difference between a task and an exercise

An English language teacher must be able to distinguish between exercises and tasks. They have different purposes and yield different results.

Task

A task is a communicative act that does not usually 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 in the classroom setting. Real-world tasks, however, are communicative tasks that are achieved through language outside the classroom. The main characteristics of tasks are: Tasks are free. Students are given free will to use language for communicative purposes. Focus on multiple skills rather than on one. Tasks are communicative and usually authentic. Tasks 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, buy.

- 1 yesterday, Nancy to school and English.
- 2 Last week, Leila an interesting book about the history of the United states.
- 4 She an email to her penpal last night.

An example of task

Planning a party. Learners will be 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. (www.google.com,retrieved on 8/28/2011)

1.2 Review of Related literature

Many researches have been done on attitudes towards English in the Department of Education. and many research studies related to Task-Based Language teaching have been carried out. Some of them are given below.

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 class room which control learner's language while giving her opportunity for self-expression and creativity. She had sought to provide a rationale for a task-based approach to language teaching. She had also argued for the need of a judicious balance between the various goals in the teaching of grammar.

Ellis (2000) conducted a research entitled 'Task-based Research and language pedagogy' The main purpose was to critique the two different theoretical accounts (psycholinguistic and socio-cultural theory) of task-based language use and discuss their relevance for language pedagogy according to psycholinguistic perspective, tasks are viewed as devices that provide learners with the data they need for learning, the design of a task was seen as potentially determining the kind of language use and opportunities for learning. The socio-cultural theory emphasizes dialogic process that arises in a task performance and how these shaped language learning.

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 simple present tense. The researcher found that the task-based teaching is very effective in teaching simple present tense.

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.

Awasthi (1979) Carried out the first research entitled 'The Attitudes of Different Groups of People Towards English Language in the Secondary Level of Kathmandu District' and found that different groups of people had positive attitudes towards the English language and were in favor of continuing English as a compulsory subject in secondary schools and also the majority of people did not want English to be replaced by any other U.N. Languages.

Karki (1989) Conducted a research entitled 'Attitudes of Campus Students Towards English Language' and 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.

Bhandari (2007) Conducted a research entitled '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.

Devkota (2003) Carried out a research on 'Learning strategies used in Studying literary Texts : An Attitudinal Study.' He found that students consult dictionary, reference materials and use translation in some cases.

Khanal (1999) Carried out a research on 'A study of Attitudes of secondary level students towards learning English.' The main purpose of this study was to find out the attitudes of students towards learning English and found out that they have positive attitude towards learning English.

The reviews of literature have been conducted entitled attitudes towards the English language and task-based approach in language pedagogy at different levels by different researchers. Many researches have been conducted from school level to campus level. However, no research work is conducted to explore the attitudes towards tasks and exercises designed in the grade ten English text book yet. This Study is different from all the studies carried out so far in the sense that it focuses on both teacher's and student's attitudes towards

tasks and exercises designed in the grade ten English text book. The researcher is interested to find out the attitudes of both teachers and students towards tasks and exercises designed in the grade ten English text book.

1.3 Objectives of the Study

The objectives of the study were as follows :

- I. To find out the teachers' attitudes towards the appropriacy of tasks and exercises given in the present compulsory grade ten English textbook.
- II. To find out the learners' attitudes towards the appropriacy of task and exercises given in the present compulsory grade ten English textbook.
- III. To suggest some pedagogical implications based on the findings of the study.

1.4 Significance of the study

This study mainly concerns with the study of the attitudes of teachers and students towards the tasks and exercises designed in the grade ten English textbook. This study will be beneficial for all people 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 because of the fact that the attitudes of teachers and students towards tasks and exercises designed in the grade ten English textbook while implementing it in ELT classes and overall achievement of the learners in the use of the English language and closely interrelated.

This study will be significant to the government agency responsible for providing training to the school level teachers, learners. It provides feed back on the effectiveness of how English teachers perceive about tasks and exercises designed in the English text book. Likewise, the findings will be equally useful for curriculum designers policy makers instructors, language teachers, textbook

writers and evaluators, as they can take further steps in the light of its findings. Moreover, this work will be invaluable source for those future researchers who are interested in conducting research to the relevant areas in the days to come.

CHAPTER TWO

METHODOLOGY

In this study, I adopted the survey research design. This design enabled me to find out the attitudes of both teachers and students towards tasks and exercises designed in the grade ten English. Moreover, I tried to find out the teachers view on the appropriateness of tasks and exercises given in the grade ten English textbook and to find out learners attitudes on the appropriacy of tasks and exercises in this research. The source of data, sample size, sampling procedure, tools for data collection, process of data collection and the limitations of the study were specified as follows :

2.1 Sources of Data

I used both primary and secondary sources of data to complete this research work.

2.1.1 Primary Sources of Data

This study was primarily based on primary sources of data. The data were mainly collected from the English language teachers who were teaching in different schools of Ilam district and from the students studying in class ten in private and public schools of Ilam District.

2.1.2 Secondary Sources of Data

As the Secondary sources, I consulted various books, journals, articles, related previous research works and websites. Some of them were Awasthi (1979), Nunan (1989_a), Ellis (2000), Phyak (2008), Journal of NELTA and so forth.

2.2 Population of the Study

The population of the study were the English language teachers who were working in different schools of Ilam district. Similarly the students of different private and public schools of Ilam district who were studying in grade ten and English language teachers from different schools who were teaching English in grade ten for focus group discussion.

2.3 Sampling Procedure

The samples were selected adopting by purposive sampling design. I purposefully selected 20 teachers from government schools, 20 teachers from private schools and 30 students from government schools and 30 students from private schools of Ilam district and 10 (5/5) teachers from both private and public schools of this district for focal group discussion.

2.4 Tools for Data Collection

The tools for data collection were questionnaires. I used closed ended questions to collect data for this study. The same questions were used to collect opinions and experiences of the teachers and some different questions were asked to the students. There were twenty six questions in seven sectors including tasks, exercises, vocabulary grammar, tasks and exercises to elicit the required information to the English teachers. Similarly nineteen questions were asked to the students in seven sectors with some suggestions. Ten questions were asked for focal group discussion. The questionnaires are given in appendix-I and appendix-II and ten questions for focal group discussion and teachers point are given in the table

2.5 Process of Data Collection

After preparing a set of questionnaires, I collected the names of schools of Ilam district. Then I purposefully selected 15 private schools for 20 English teachers and 18 public schools for 20 English teachers who were teaching compulsory English in grade ten and I selected two government schools for 30 students and two private schools for 30 students and 10 (5/5) private and public schools teachers for focal group discussion. I clarified about the 'tasks' and 'exercises' to both teachers and students to elicit data for the study. After that I directly visited those schools one by one. I contacted and talked to the school authority. Then I met the English teachers of those schools explained the purpose of my study and requested to provide their opinions through questionnaires. Thus, the forty teachers were purposefully selected. Similarly I distributed the questionnaire to the 60 students of four different private and public schools of Ilam district by explaining the purpose of the study. The students were selected purposively. Finally I collected the questionnaires from the respondents and thanked all of them. For the secondary sources of data, I consulted my supervisor, related book shops, libraries and websites.

2.6 Limitations of the Study

This study had the following limitations

- i. This study was limited to thirty three schools of Ilam district.
- ii. This study was limited to find out the teachers view on the appropriateness of tasks and exercises given in the grade ten English textbook and to find out the learner's attitudes on the appropriateness of tasks and exercises designed in the present grade ten compulsory English textbook
- iii. The sample was limited to 20 English teachers from government schools, 20 English teachers from private schools, 60 students of both government and private schools of Ilam district and 10 (5/5) teachers

from government and private schools respectively for focal group discussion. The teachers and students were selected who were teaching and studying grade ten compulsory English.

- iv. The study was concerned with the present compulsory English textbook of grade ten.
- v. The primary data collection was limited to written sets of questionnaires duly filled in by the respondents and taking main points from the group discussion.

CHAPTER THREE

ANALYSIS AND INTERPRETATIONS

This chapter is mainly concerned with analysis and interpretation of the data. In this section of the study, the data gathered from different sources were analyzed and interpreted to fulfill the objectives. The data were analyzed and interpreted under the seven broad headings for the teachers view and seven broad headings for the students view. They are attitude towards tasks, attitude towards exercises, attitude towards tasks for teaching language skills, attitude towards exercises for teaching language skills, attitude towards vocabulary, attitude towards grammar and attitude towards expected improvement of the tasks and exercises. Similarly, seven broad headings for the students are: attitude towards tasks, attitude towards exercises, attitude towards tasks for language skills, attitude towards grammar, attitude towards exercises for language skill, attitude towards vocabulary, attitude towards expected improvement of tasks and exercises and some suggestions.

A set of questionnaires consisting of closed-ended 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. Generally if the responses were 50% or above it was considered as positive attitude and below it as negative.

3.1 Teachers' and Students' Attitudes Towards Task

In this area, altogether eight questions were asked to the teachers and students. They were about the attitude towards given tasks.

3.1.1 Attitudes of Teachers' Towards Tasks

To find out the teachers opinions on the tasks four questions were asked. The responses of teachers are presented in the following table.

1st question was asked about the use of tasks. The information obtained from them are tabulated and analyzed as below :

Table No. 1 : Attitudes of Teachers Towards the use of Tasks

Response	No. of respondents	Percentage
Always	24	60%
Sometimes	16	40%
Never	0	0%

In response, 60% of the teachers viewed that they always use tasks in the classroom. However, 40% viewed that they sometimes use the given tasks in the classroom. Most of the teachers were found to have positive attitudes towards the use of tasks.

2nd question was about the appropriateness of tasks. The information obtained from them are tabulated and analyzed as below :

Table No. 2 : Attitudes of Teachers Towards Appropriateness of Tasks

Response	No. of respondents	Percentage
Highly appropriate	16	40%
Appropriate	20	50%
Not appropriate	4	10%

The above table shows that 50% of the teachers viewed there are 'appropriate' tasks in grade ten English textbook and 40% of the teachers viewed 'highly appropriate' tasks and 10% of the teachers viewed the given tasks are 'not

appropriate' according to the level of the students. Most of the teachers have positive attitudes towards appropriateness of tasks.

3rd questions was about the sufficiency of tasks. The information obtained from them are tabulated and analyzed as below :

Table No. 3 : Attitudes of Teachers Towards Sufficiency of Tasks

Response	No. of respondents	Percentage
Enough	15	37.5%
Few	17	42.5%
Unnecessary	8	20%

The above table shows that 37.5% of the teachers viewed that the tasks designed in the grade ten English textbook are 'enough' for the students, 42.5% of teachers viewed that there are 'few' tasks and 20% viewed that there are 'unnecessary' tasks. It shows that there are not sufficient tasks designed in the grade ten English textbook. sufficiency varieties of tasks should be included in the textbook.

4th questions was about the instructed tasks. The response obtained from the question is tabulated and analyzed in the following table :

Table No. 4 : Attitudes of Teachers Towards Instructed Tasks

Response	No. of respondents	Percentage
Clearly instructed	30	75%
Not instructed	4	10%
Simply instructed	6	15%

The above table shows that 75% of teachers viewed that the tasks designed in the grade ten English textbook 'clearly instructed', 10% of the teachers viewed that 'not instructed clearly' and 15% of them viewed 'simply instructed'. Most

of the teachers said that the tasks are clearly instructed. They have positive attitudes towards instructed tasks.

3.1.2 Students' Attitudes Towards Tasks

To find out the students attitudes towards tasks, four questions were asked. Their responses are presented in the following table :

Table No. 5 : Attitudes of Students Towards Use of Tasks

Response	No. of respondents	Percentage
Always	45	75%
Often	15	25%
Never	0	0%

1st question of the students was about using tasks in the classroom. 75% students said 'always', 25% of students said they use tasks 'often' and 0% said 'never'. They said that they always use the tasks in the classroom. Most of the students have positive attitudes towards the use of tasks in the classroom.

2nd question was asked for appropriateness of tasks for the students. The responses are tabulated and presented in the following table :

Table No. 6 : Attitudes of Students Towards Appropriateness of Tasks

Response	No. of respondents	Percentage
Highly appropriate	26	40%
Appropriate	30	50%
Not appropriate	4	10%

The above table shows that 40% of the total respondents answered that the designed task in the grade ten English textbook 'highly appropriate' for the students, 50% of them said 'appropriate' and 10% said the designed tasks are

'not appropriate'. This shows that most of the students viewed the designed tasks are not appropriate and should be improved.

Table No. 7 : Attitude of students towards sufficiency of tasks

Response	No. of respondents	Percentage
Enough	24	40%
Not enough	32	53.3%
Unnecessary	4	6.7%

The students were asked whether the designed tasks are enough or not. The table shows that 53.3% of the students viewed there are 'not enough' tasks designed in the grade ten English textbook, 40% of them viewed the designed tasks are 'enough' and 6.7% of them viewed that there are 'unnecessary' tasks designed in the English textbook. This table shows that the majority of the students viewed there are no enough tasks designed in the grade ten English textbook.

Table No. 8 : Attitude of Students Towards Tasks Instruction.

Response	No. of respondents	Percentage
Clearly instructed	45	75%
Not clearly instructed	6	10%
Simply instructed	9	15%

The students were asked to express about the tasks instruction. 75% of the students viewed that the designed tasks are 'clearly instructed'. 10% of them viewed the designed tasks are 'not clearly instructed' and 15% of them said that the tasks are 'simply instructed'. The tasks instructions should be improved according to the students opinions.

3.2 Attitudes Towards Exercises

In this section of the study, altogether eight questions were asked. The attitudes of 'teachers' and 'students' were analyzed separately.

3.2.1 Attitudes of Teachers' Towards Exercises

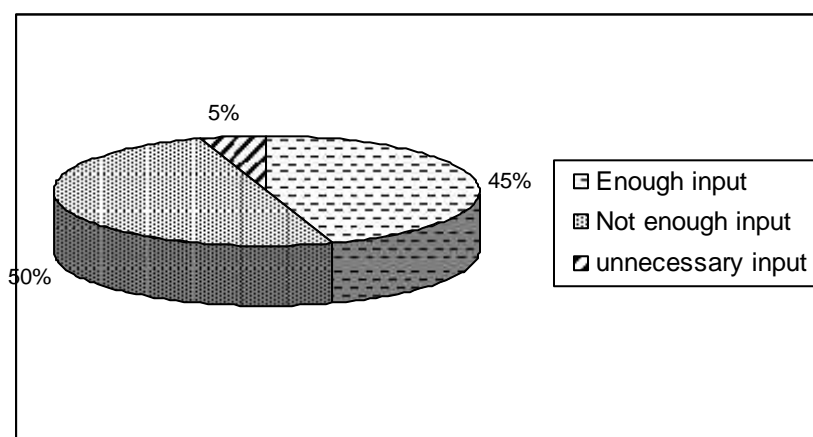
5th question was about the input of tasks to the teachers. The responses of them are tabulated and analyzed as below :

Table No. 9 : Attitudes of Teachers Towards Exercises

Response	No. of respondents	Percentage
Enough input	18	45%
Not enough input	20	50%
unnecessary input	2	5%

Among 40 teachers 45% said 'enough input' 50% of them said 'not enough input' and 5% said 'unnecessary input.' The above table clearly shows that the designed exercises of grade ten English are not enough input for the students.

Diagram No. 1 Teacher's View on Designed Exercises



From the above diagram we can say that the provided exercises in the grade ten English are not sufficient input. They should be added and improved.

6th questions was about the language used in the exercises. Teachers' responses are tabulated and presented in the following table and analyzed :

Table No. 10 : Attitude Towards Language used in Exercise

Response	No. of respondents	Percentage
Realistic	24	60%
Unrealistic	4	10%
Highly realistic	12	30%

The above table shows that 60% of the teachers viewed the language used in the designed exercises are 'realistic' i.e. real life English 10% of them viewed 'unrealistic' and 30% of them said 'highly realistic'. Based on this information majority of teachers are in favour of language used in grade ten English realistic. They have positive attitudes towards realistic language in the designed exercises.

7th question was about towards motivating and realistic exercises. Teachers responses are tabulated and presented in the following table :

Table No. 11 : Attitude of the Teachers Towards Motivating and Realistic Exercises

Response	No. of respondents	Percentage
Motivating and realistic	22	55%
Not motivating and unrealistic	15	37.5%
More motivating and more realistic	3	7.5%

The above table shows that 55% of teachers viewed the designed exercises of grade ten English 'motivating and realistic', 37.5% of them viewed 'not motivating and unrealistic' and 7.5% of them viewed the designed exercises are 'more motivating and more realistic.' We conclude that the designed exercises

of grade ten English should be improved. Most of the teachers have positive attitudes towards motivating and realistic exercises.

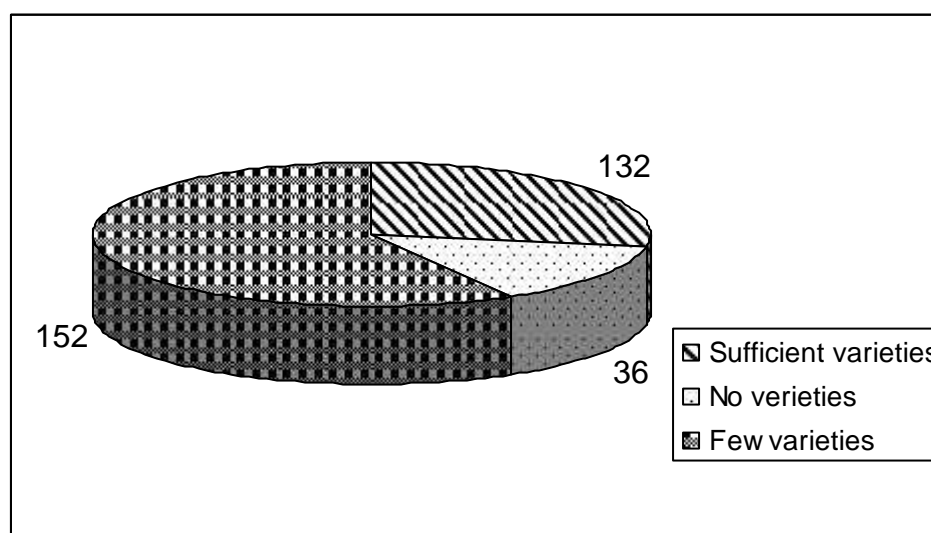
8th question was about sufficient varieties of exercises. Teachers responses are tabulated and presented in the following table :

Table No. 12 : Attitude of Teachers Towards Varieties of Exercises

Response	No. of respondents	Percentage	Degree
Sufficient varieties	8	20%	72°
No varieties	4	10%	36°
Few varieties	24	70%	152°

According to the above table, 20% of the teachers responded that three are sufficient varieties. 10% of them responded that there are no varieties and 70% of them viewed there are few varieties. 20% means 72° 10% means 36° and 70% means 152°. The responses can be shown in following chart for more clarity :

Diagram No. 2 : Teachers View on Varieties of exercises



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

3.2.2 Attitudes of students' Towards Exercises

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

5th questions was about the areas of exercises the responses of the students tabulated and analyzed below :

Table No. 13 : Attitude of Students Towards Areas of Exercises

Response	No. of respondents	Percentage
Enough exercises	15	25%
Not enough exercises	35	58.4%
Unnecessary exercises	10	16.6%

As tabulated above, 25% of students responded the exercises designed in the grade ten English textbook has 'enough varieties', 58.4% of the students responded that there are 'not enough exercises' and 16.6% of them viewed there are 'unnecessary exercises.' This shows that majority of them were not satisfied from the designed exercises in the grade ten English text book. They viewed that varieties of the exercises should be included in it.

6th question was asked about the language used in exercises. Students responses are tabulated and presented in the following table :

Table No. 14 : Attitude of Student Towards Language Used in Exercises.

Response	No. of respondents	Percentage
Simple and realistic	30	50%
Highly simple and realistic	6	10%
Complex and unrealistic	24	40%

As shown in the above table, 50% of the students viewed the language used in the exercises are 'simple and realistic', 10% of them viewed 'highly simple and realistic' and 40% students viewed the language used in the excises is 'complex

and unrealistic.' This shows that language used in the exercises should be simplified and made too realistic.

7th question was about the exercises for motivation. The responses of the students were as follows :

Table No. 15 : Attitude of Students Towards exercises for Motivation

Response	No. of respondents	Percentage
Highly motivating and interesting	16	26.7%
Motivating and interesting	36	70%
Monotonous	8	13.3%

The above table shows that 26.7% of students viewed the designed exercises are 'highly motivating and interesting' for the students, 60% of them viewed 'motivating and interesting' and 13.3% of them viewed that the designed exercises are 'monotonous.' So, it can be said that the majority of the students viewed the exercises designed in the grade ten English textbook are motivating and interesting.

8th question was about the varieties of exercises. The responses obtained from the students are tabulated and presented in the following table :

Table No. 16 : Attitude of Students Towards Varieties of Exercises

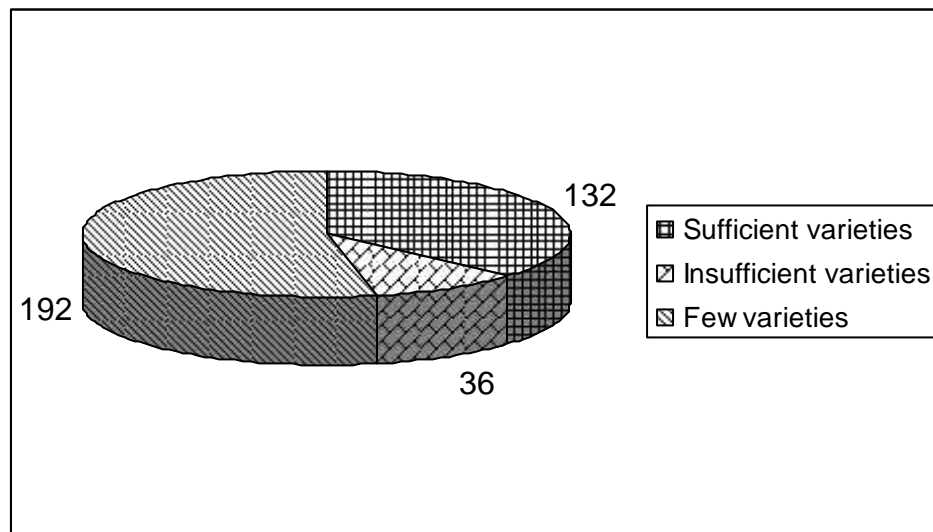
Response	No. of respondents	Percentage	Degree
Sufficient varieties	22	37.7%	132°
Insufficient varieties	6	10%	36°
Few varieties	32	53.3%	192°

The above table indicates that 36.7% of the students viewed that there are 'sufficient varieties' of exercises designed in the grade ten English textbook. 10% of them viewed there are 'no varieties' and 53.3% of them viewed that there are 'few varieties' of exercises. It can be said that the exercises should be

added and included other varieties. The above table shows that few varieties have highest degree 192°, no varieties have 36° and sufficient varieties have 132°. The highest degree (192°) indicates in the designed exercises of grade ten English textbook should be added sufficient varieties of exercises.

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

Diagram No. 3 : Students View on Varieties of Exercises



The above diagram shows that the areas of few varieties greater than the areas covered by sufficient and no varieties. It can be said that the designed exercises have no sufficient varieties. The students viewed there are few varieties other varieties of exercises should be included.

3.3 Attitudes Towards Tasks for Teaching Language Skills

In this section, to find out the teachers' and students' attitudes towards the tasks for teaching language skills altogether nine questions were asked. The responses are analyzed under the following headings :

3.3.1 Attitudes of Teachers' Towards Tasks for Language Skills

9th question was about the tasks for communication. The teachers responded of the question are tabulated and presented in the following table :

Table No. 17 Attitude of Teachers Towards Tasks for Communication

Response	No. of respondents	Percentage
More helpful	16	40%
Helpful	24	60%
Not helpful	0	0%

The above table indicates that 40% of teachers viewed that the designed tasks in the grade ten English textbook are 'more helpful' in communication language teaching. 60% of them viewed 'helpful' for language teaching and no teachers responded the designed tasks are 'not helpful.' The majority of teachers said that the designed tasks are appropriate for communicative language teaching.

10th question of the teachers was about the tasks for listening and speaking skills. The teachers' views are tabulated and presented in the following table :

Table No. 18 : Attitude of Teachers Towards Tasks for Listening and Speaking Skills

Response	No. of respondents	Percentage
Sufficient	12	30%
More sufficient	10	25%
Insufficient	18	45%

According the above table 30% of the total respondents responded that the tasks that are designed in the grade ten English textbook were 'sufficient.' 25% of the teachers viewed 'more sufficient' and 45% of them viewed there were 'not sufficient.' It can be said that the majority of the respondents said there

were no sufficient tasks designed for listening and speaking skills. Tasks for listening and speaking skills should be included.

11th question was about the tasks for reading and writing skill. The teachers opinions are tabulated and presented in the following table :

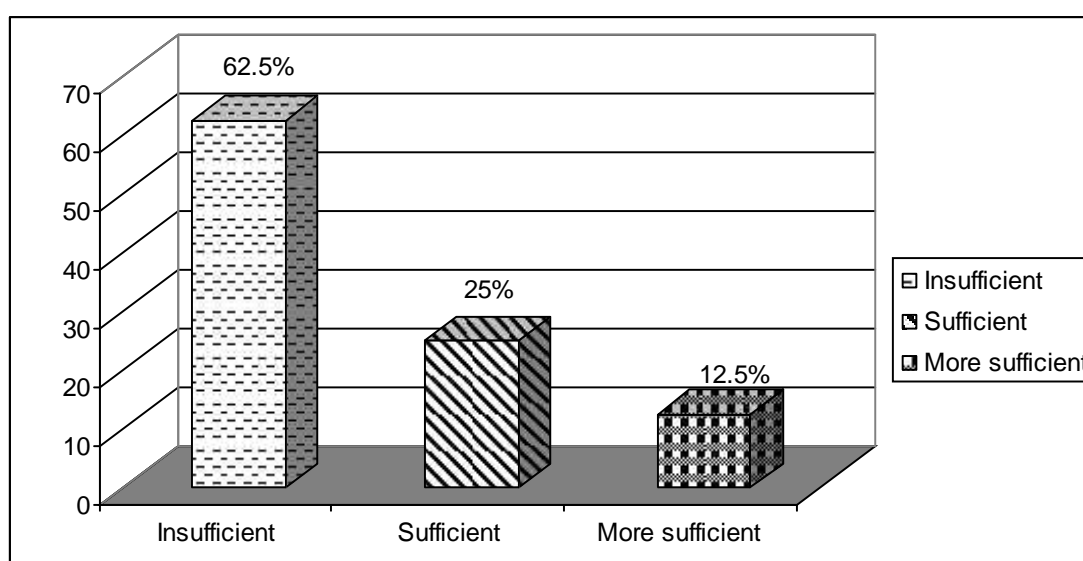
Table No. 19 : Attitudes of Teachers Towards Tasks for Reading and Writing Skill

Response	No. of respondents	Percentage
Insufficient	25	62.5%
Sufficient	10	25%
More sufficient	5	12.5%

The above table shows that 62.5% of the teachers viewed the designed tasks for reading and writing 'insufficient.' 12.5% of the teachers viewed there were 'more sufficient' tasks for reading and writing skill and 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 the following diagram

Diagram No 4 : Teachers Attitude Towards Tasks for Reading and Writing Skill



The above simple bar diagram shows the teachers views on sufficiency of tasks. The most of the teachers viewed that there are insufficient tasks for reading and writing skill. The highest bar diagram shows 25 teachers responded 'insufficient' tasks are designed in the grade ten English textbook. Ten teachers responded 'sufficient' tasks are provided and five teachers responded 'more sufficient' tasks are given 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.

12th question was about the tasks prefer. The responses of the respondent are tabulated and presented in the following table :

Table No. 20 : Attitude of Teachers Towards Tasks Prefer

Response	No. of respondents	Percentage
Prefer	16	40%
Not prefer	6	15%
Simply prefer	18	45%

The above table shows that 40% of the teachers said that they 'prefer' the designed tasks. 15% of them said that the tasks 'not prefer' and 45% of the respondents said that they 'simply prefer' the provided tasks. The majority of teachers said that the designed tasks were preferable and suitable.

13th question was about the tasks for coverage. The respondents viewed are shown and presented in the following table:

Table No. 21 : Attitude of Teachers Towards Tasks for Coverage

Response	No. of respondents	Percentage
covered	15	37.5%
well covered	5	12.5%
not covered	20	50%

The above table shows that 37.5% of the respondents said that the designed tasks in the grade ten English textbook 'covered' all the activities of language skill. 12.5% of them said 'well covered.' and 50% of them said that the designed tasks are 'not covered.' The majority of the respondents said that the designed tasks haven't covered all the activities of language skills. Some activities should be included according to the respondents.

3.3.2 Attitudes of Students' Towards Tasks for Language Skill

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

9th question was about sufficiency of tasks. The responses of the students presented and tabulated in the following table :

Table No. 22 : Attitudes of students Towards sufficiency of tasks

Response	No. of respondents	Percentage
Sufficient	20	33.3%
Insufficient	30	50%
More than sufficient	10	16.7%

The above table shows that 33.3% of the students responded that the designed tasks in the grade ten English textbook are 'sufficient' but 50% of them said tasks are 'insufficient' for listening and speaking skill. 16.7% of them said that

there are 'more than sufficient' tasks for listening and speaking skill. The most of the students viewed that the designed tasks are insufficient. So, more tasks should be added.

10th question was about the tasks for reading and writing skill. The respondents viewed are presented and tabulated in the following table :

Table No. 23 Attitudes of Students Towards Tasks for Reading and Writing Skill

Response	No. of respondents	Percentage
Sufficient	23	38.3%
Insufficient	20	33.3%
Few	17	28.4%

As shown in table No. 22, maximum number of students, 38.3% responded 'sufficient', 33.3% responded 'insufficient' and 28.4% of them responded 'few.' This shows that tasks designed in grade ten English textbook for reading and writing skill sufficient but needed to improve and include.

11th question was about the tasks prefer. Students responses are tabulated and presented in the following table :

Table No.24 Attitudes of Students Towards Tasks Prefer

Response	No. of respondents	Percentage
Highly prefer	16	26.7%
Not prefer	18	30%
Simply prefer	26	43.3%

The above table shows that 26.7% of the students responded the designed tasks in grade ten English 'highly prefer', 30% of them 'not prefer' and 43.3% of them 'simply prefer.' This shows that the designed tasks in grade ten English are suitable but needed to include other activities to make highly preferable.

3.4 Attitudes of Teachers' and Students' Towards Exercises for Teaching Language Skills

In this section, different questions were asked. The teachers and students viewpoints are tabulated and interpreted below :

3.4.1 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.

14th question was about the exercises for teaching language skills. Teachers responses are tabulated and presented below :

Table No. 25 : Attitudes of Teachers Towards Exercises for Teaching Language Skills.

Response	No. of respondents	Percentage
More sufficient	15	37.5%
Sufficient	20	50%
Insufficient	5	12.5%

The above table shows that 37.5% of the teachers responded the designed exercises in the English textbook 'more sufficient' for language skills. 50% of them viewed 'sufficient ' and 12.5% of them said 'insufficient.' This shows that the exercises designed in the grade ten English textbook sufficient for teaching language skills. The majority of respondents expressed positive attitude towards designed exercises in the English textbook.

15th question was about the exercises for coverage. The respondents responded are tabulated and presented below :

Table No. 26: Attitudes of Teachers Towards Exercises for Coverage

Response	No. of respondents	Percentage
Well covered	12	30%
Not covered	10	25%
Few covered	18	45%

The above table shows that 30% of teachers viewed that the designed exercises 'well covered' in the grade ten English textbook. 25% of them viewed 'not covered' and 45% of them 'few covered' all the language skills. This shows that most of the teachers viewed designed exercises covered all the language skills. But the table shows that exercises designed in the grade ten English textbook have not fully and equally covered all the language skills.

16th question was about the exercises for appropriateness of language skills.

The responses of the teachers are tabulated and presented in the following table :

Table No. 27 : Attitudes of Teachers Towards Exercises for Appropriateness of Language Skills.

Response	No. of respondents	Percentage
Highly appropriate	8	20%
Appropriate	18	45%
Not appropriate	14	35%

The above table shows that 20% of teachers responded the exercises given in the grade ten English textbook are 'highly appropriate.' 45% of them viewed they are 'appropriate' and 35% of them said ' not appropriate'. The majority of the teachers viewed that the exercises provided in the textbook are appropriate for different activities of language skills.

3.4.2 Attitudes of students' Towards Exercises for Teaching Language Skills.

In this section, students were asked only one question. The responses are presented below:

12th question was about exercises for teaching language skills. Students responses are presented in the following table and analyzed:

Table No. 28 : Attitudes of Students Towards Exercises for Teaching Language Skills.

Response	No. of respondents	Percentage
Well covered	27	45%
Not covered	3	5%
Few covered	30	50%

The above table shows that 45% of the students viewed that the designed exercises in the grade ten English textbook 'well covered' all the language skills. 5% of them said that 'not covered' and 50% of them said 'few covered.' The maximum number of students i.e. 50% said that exercises designed in the grade ten English textbook have not covered all the areas of language skills. Some exercises should be included in it.

3.5 Attitudes of Teachers' and students' Towards Exercises for Teaching Grammar.

In this section, altogether four questions were asked. The responses of teachers and students are presented and tabulated below:

3.5.1 Attitudes of Teachers' Towards Exercises for Teaching Grammar

In this section, teachers responses were analyzed to find out attitudes towards teaching grammar. Their responses are tabulated and presented below :

17th question was about the exercises for teaching grammar. Teachers responses are tabulated and presented below :

Table No. 29 : Attitudes of Teachers Towards Exercises for Teaching Grammar

Response	No. of respondents	Percentage
Highly focused on grammar	5	12.5%
Low focused on grammar	12	30%
Simply focused on grammar	23	57.5%

The above table shows that 12.5% of the teachers responded the exercises designed in the grade ten English textbook 'highly focused on grammar.' 30% them responded the exercises 'low focused on grammar' and 57.5% of them said 'simply focused on grammar.' This shows that majority of the teachers responded the designed exercises in the grade ten English are simply focused on teaching grammar.

18th question was about the sufficiency of exercises for teaching grammar. The responses of teachers are tabulated and presented below:

Table No.30: Attitudes of Teachers Sufficiency of Exercises for Teaching Grammar.

Response	No. of respondents	Percentage
Sufficient	12	30%
More sufficient	10	25%
Insufficient	18	45%

The above table shows that 30% of the teachers responded that the exercises given in the grade ten English textbook for teaching grammar 'sufficient'. 25% of them viewed 'more sufficient' and 45% of them viewed 'insufficient.' This shows that the given exercises for teaching grammar should be included more than this.

3.5.2 Attitudes of students' Towards Exercises for Teaching Grammar

In this section of the study, student's attitudes towards exercises for teaching grammar is presented and tabulated below:

19th question was about the exercises for coverage of teaching grammar. The responses of the students tabulated and presented below :

Table No.31 : Attitudes of Students Towards Exercises for Coverage of Teaching Grammar

Response	No. of respondents	Percentage
Well covered	24	40%
Not covered	28	46.7%
Few covered	8	13.3%

The above table shows that 40% of the students responded that the designed exercises for teaching grammar 'well covered'. 46.7% of them responded 'not covered' and 13.3% of them said 'few covered'. This shows that the majority of the students responded not covered. So, the grammar exercises should be included more than this.

14th question was about the tasks and exercises for teaching grammar. The responses of the students are tabulated and presented below:

Table No. 32: Attitudes of students Towards Tasks and Exercises for Teaching Grammar.

Response	No. of respondents	Percentage
Highly satisfied	12	20%
Not satisfied	32	53.3%
Satisfied	16	26.7%

The above table shows that 20% of the students responded that the designed tasks and exercises for teaching grammar 'highly satisfied' 53.3% of them said 'not satisfied' and 26.7% of them said 'satisfied'. This shows that the maximum number of students viewed they were not satisfied with the designed tasks and exercises for teaching grammar. So, the exercises for teaching grammar should be included more.

3.6 Attitudes of Teachers' and Students' Towards Tasks and Exercises for Teaching Vocabulary

In this section, altogether seven questions were asked to the teachers and students to find out their attitudes towards tasks and exercises for teaching vocabulary. The responses are presented and tabulated below:

3.6.1 Attitudes of Teachers' Towards Tasks and Exercises for Teaching Vocabulary

In this section of the study, four questions were asked to the teachers to find out their attitudes towards tasks and exercises for teaching vocabulary. The responses of the respondents presented and tabulated below:

19th question was about tasks and exercises for teaching vocabulary. The responses of the respondents are tabulated and presented below :

Table No.33: Attitudes of Teachers Towards Tasks and Exercises for Teaching vocabulary

Response	No. of respondents	Percentage
Well covered	15	37.5%
Not covered	20	50%
Few covered	5	12.5%

The above table shows that 37.5% of the teachers responded the designed tasks in the grade ten English textbook have 'well covered' all the vocabulary aspects. 50% of them responded 'not covered' and 12.5% of them said 'few covered'. This shows that maximum number of students responded the designed tasks for teaching vocabulary have not covered all the vocabulary aspects. Tasks should be included covering all the vocabulary aspects.

20th question was about the sufficiency of tasks for teaching vocabulary. The responses of the teachers are tabulated and presented below:

Table No. 34: Attitudes of Teachers Towards Sufficiency of Tasks for Teaching Vocabulary.

Response	No. of respondents	Percentage
More sufficient	8	20%
Insufficient	24	60%
Sufficient	8	20%

The above table shows that 20% of the teachers viewed that the tasks for teaching vocabulary 'more sufficient'. 60% of them responded the tasks for teaching vocabulary 'insufficient' and 20% of them said 'sufficient'. The above table shows that the majority of the teachers said the designed tasks for teaching vocabulary are insufficient. So, they suggested to include tasks for teaching vocabulary.

21th question was about the exercises for appropriateness of teaching vocabulary. The responses of the teachers are tabulated and presented below:

Table No. 35: Attitudes of Teachers Towards Exercises for Appropriateness of Teaching Vocabulary

Response	No. of respondents	Percentage
Not appropriate	4	10%
Highly appropriate	10	25%
Simply appropriate	26	65%

The above table shows that 10% of the teachers viewed that the designed exercises in the grade ten English for teaching vocabulary are 'not appropriate', 25% of them said 'highly appropriate' and 65% of them said 'simply appropriate'. This shows that the majority of the teachers viewed the designed exercises for teaching vocabulary are not highly appropriate but only simply appropriate. So the exercises for teaching vocabulary should be included more than this.

22th questions was about the exercises of vocabulary. The responses of the respondents are presented below:

Table No. 36: Attitudes of Teachers Towards Exercises of Vocabulary.

Response	No. of respondents	Percentage
Prefer	25	62.5%
Do not prefer	2	5%
Highly prefer	13	32.5%

The above table shows that 62.5% of the teachers 'prefer' the designed exercises of vocabulary, 5% of them 'do not prefer' and 32.5% of them said 'highly prefer'. This shows that the majority of the teachers said the designed

exercises for teaching vocabulary prefer. So the designed exercises for teaching vocabulary is suitable according to them.

3.6.2 Attitudes of the Students' Towards Tasks and Exercises for Teaching Vocabulary

In this section, altogether three questions were asked to the students to find out their attitudes towards tasks and exercises for teaching vocabulary. The responses of the students presented and tabulated below:

15th question was about the tasks coverage of the vocabulary. The responses of the students have been presented in the following table:

Table No. 37: Attitudes of the Students Towards Tasks Coverage of the Vocabulary

Response	No. of respondents	Percentage
Well covered	17	28.3%
Not covered	22	36.7%
Few covered	21	35%

The above table shows that 28.3% of the students viewed the tasks designed in the grade ten English textbook 'well covered', 36.7% of them viewed 'not cover' and 35% of them said 'few covered'. This shows that the tasks designed in English have not covered the vocabulary aspect sufficiently. So, some tasks of vocabulary should be included in it.

16th questions was about tasks sufficiency in vocabulary. The responses of the students are tabulated and presented below:

Table No. 38 Attitudes of the Students Towards Tasks Sufficiency in Vocabulary

Response	No. of respondents	Percentage
Sufficient	20	33.3%
More sufficient	19	31.7%
Insufficient	21	35%

The above table shows that 33.3% of the students said that the tasks designed in the grade ten English 'sufficient'. 31.7% of them said 'more sufficient' and 35% of them said 'insufficient'. This shows that the maximum students were not satisfied the tasks designed in the grade ten English textbook. So the tasks should be included for teaching vocabulary.

17th was about the appropriateness of exercises for vocabulary. The responses of the students have been presented and discussed in the following sections :

Table No. 39: Attitudes of Students Towards Appropriateness of Exercises for Vocabulary

Response	No. of respondents	Percentage
Highly appropriate	16	26.7%
Not appropriate	25	41.7%
Appropriate	19	31.6%

The above table shows 26.7% of the students viewed that the exercises given in the grade ten English textbook 'highly appropriate' 41.7% of them said 'not appropriate' and 31.6% of them said 'appropriate'. We can conclude that the maximum students viewed that there are not appropriate exercises designed in the grade ten English textbook. This shows that appropriate exercises for vocabulary should be included in it.

3.7 Attitudes of Teachers' and Students' Towards Expected Improvement of the Tasks and Exercises

In this section, altogether five questions were asked to the teachers and students to find out their opinions towards tasks and exercises. The responses of the teachers and students are presented below:

3.7.1 Attitudes of Teachers' Towards Expected Improvement of Tasks and Exercises.

In this section, three questions were asked. The responses were analyzed to find out the attitudes of teachers towards expected improvement of tasks and exercises in the grade ten English textbook. Their responses are tabulated and presented in the following table:

23rd question was about the tasks and exercises for satisfaction. The responses of the teachers are tabulated and presented in the following:

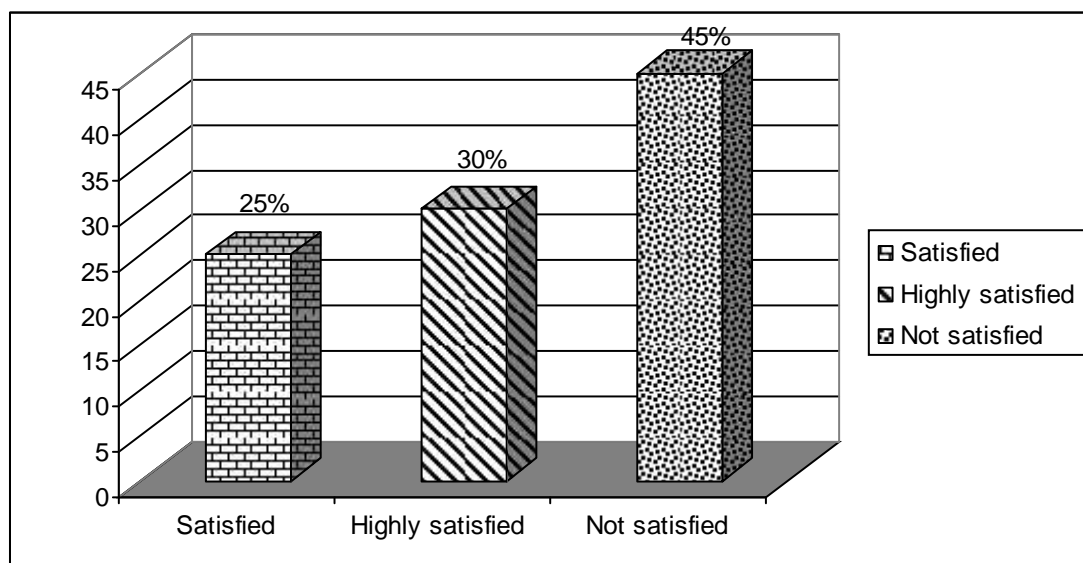
Table No. 40: Attitudes of Teachers Towards Tasks and Exercises for Satisfaction

Response	No. of respondents	Percentage
Satisfied	10	25%
Not satisfied	18	45%
Highly satisfied	12	30%

The above table shows that 25% of the teachers viewed that they were 'satisfied' with the designed tasks and exercises in the grade ten English textbook. 45% of them said they were 'not satisfied' and 30% of them said they were 'highly satisfied'. We conclude that the maximum students viewed the designed tasks and exercises are not given according to need of the learners. The majority of the teachers viewed they were not satisfied.

The responses of the teachers can be presented in following simple bar diagram :

Diagram No. 5 : Attitudes of Teacher Towards Expected Improvement of Tasks and Exercises



The above diagram shows that the most of the teachers do not satisfy towards the designed tasks and exercises. The highest diagram shows 'not satisfied' about the existing tasks and exercises. Out of 40 teachers only twelve teachers viewed that highly satisfied and the shortest diagram shows only five teachers are satisfied with the designed tasks and exercises. We conclude that the designed tasks and exercises are not sufficient, appropriate and covered all the areas of language teaching and learning.

24th question was about the task and exercises related with subject and contents. The responses of the teachers are tabulated and presented below:

Table No. 41: Attitude of Teachers Towards Tasks and Exercises Related with Subjects and Contents

Response	No. of respondents	Percentage
Highly related	30	75%
Not related	2	5%
Related	8	20%

The above table shows that 75% of the teachers responded that tasks and exercises designed in the grade ten English textbook 'highly related' with subject and contents, 5% of them said 'not related' and 20% of them said 'related'. This shows that the tasks and exercises given in the grade ten English textbook highly related with subjects and contents. The maximum teachers viewed that the tasks and exercises are highly related with the subjects and contents.

25th question was about suggestions concerning the tasks and exercises that should be included in the grade ten English textbook. The responses of the teachers are given below:

Suggestions

- (i) Tasks and exercises should be designed according to the weight given in the English curriculum.
- (ii) The tasks and exercise used for teaching listening and speaking should be more practical and related to the skills on the basis of daily life interest and knowledge.
- (iii) Tasks and exercises have provided for examination point of view but they should be included for the daily classroom activities.
- (iv) Tasks and exercises should be designed from easy to complex.

- (v) The volume of tasks and exercises should be added.
- (vi) More listening and speaking skill based tasks and exercises should be added.

The following tasks and exercises should be included in English textbook:

More tasks and exercises should be included related with four language skills, grammar and vocabulary aspect. True/False statements, filling the gaps, free writing composition, matching items, making dialogue, letter writing, reading poem and stories, dialogue in cassettes dictation, question answer, ordering should be added. Likewise, basic gap fill exercise, multiple choice exercise, flash based exercise/basic gap fill exercise, challenging gap fill exercise should be added and included. More tasks and exercises promote students ability towards learning English language.

3.7.2 Attitudes of Students' Towards Expected Improvement of Tasks and Exercises

In this section, two questions were asked to the students to find out their opinions. The questions and responses are given below:

18th question was about the tasks and exercises for satisfaction. The responses of the students are tabulated and presented below:

Table No. 42: Attitudes of Students Towards Tasks and Exercises for Satisfaction

Response	No. of respondents	Percentage
Satisfied	20	33%
Not satisfied	35	58.3%
Highly satisfied	5	8.4%

The above table shows that 33.3% of the students viewed that they were 'satisfied' with the designed tasks and exercises. 58.3% of them said 'not

satisfied' and 8.4% of them said 'highly satisfied'. This shows that the majority of the students were 'not satisfied' with the provided tasks and exercises. They viewed that the existing tasks and exercises should be improved.

19th question was about the suggestions that should be include in the grade ten compulsory English textbook concerning the tasks and exercises. The responses of the students are given below:

Suggestions

- (i) The repetition of the tasks and exercises should be minimized.
- (ii) Communicative part should be focused.
- (iii) More tasks and exercises in every unit should be included.
- (iv) More comprehensive questions should be added.
- (v) More examples should be provided.
- (vi) Instructions should be given clearly .
- (vii) Tasks and exercises should be covered all the skills and aspect.
- (viii) Tasks and exercises should be made more practical.
- (ix) Tasks and exercises should be improved to incorporate contemporary issues.
- (x) Tasks and exercises should be included giving emphasis for speaking skill.
- (xi) Tasks and exercises for grammar and vocabulary should be added.

3.7.3 Focus Group Discussion

In this section, questions and views of the teachers are mentioned. Ten English teachers of different schools put their views about the tasks and exercises designed in the grade ten compulsory English textbook. The designed questions about tasks and exercises were the topics of the discussion. Ten different questions about tasks and exercises design grade ten compulsory English were asked for the discussion. They expressed different views towards tasks and exercises. The questions and points/ notes of the participants were as follows :

Questions	Points/notes from the participants
Do you use the given tasks of grade ten English in the classroom?	The always used the given tasks of grade ten English in the classroom.
Are the task designed in grade ten compulsory English appropriate and sufficient?	The tasks designed in grade ten compulsory English are appropriate but not sufficient.
Are the tasks designed in grade ten compulsory English enough for the students? Give suggestions.	The tasks designed in grade ten compulsory English are not enough for the students. Simple and complex both types of tasks should be included.
Do you think the language used in exercises motivating and satisfactory?	Language used in the exercises is motivating and satisfactory.
Do you think the designed exercises in grade ten compulsory English highly focused on grammar?	The designed exercises in grade ten compulsory English are simply focused on grammar.
Are the designed tasks for vocabulary teaching and learning in the grade ten English text book sufficient? Give suggestions.	Tasks designed for vocabulary teaching and learning are insufficient. Different varieties should be included.
Do you believe the given tasks and exercises can develop ability of the students? Give your opinion.	There are only few varieties of tasks and exercises in grade ten English but few varieties can not develop the

Questions	Points/notes from the participants
	ability of the students. so more varieties of the tasks and exercises should be included concerning four language skills, grammar and vocabulary.
Are the provided tasks and exercises for teaching vocabulary effective and sufficient? Give your opinion.	Way of teaching vocabulary should be increased. Only one way of teaching vocabulary can not be sufficient and effective in learning.
Are the designed tasks and exercises in grade ten compulsory English textbook equally focused on all the language skills?	The provided tasks and exercise are not equally focused on all the language skills. Major preferences should be given in listening and speaking skills. Tasks and exercises for speaking skill should be focused and included more than this. Tasks and exercises of form focused and meaning focused should be added in different varieties.
What suggestion would you like to give to included in grade ten English textbook concerning tasks and exercises?	Scramble letters, Complex Text (large Test with multiple types of exercises), Fill-in Exercises (gap), Hangman, Click Exercises, Crossword, Matching, Multiple choice, Quiz, Text, Odd man out, Find the words (with pictures), Questions and answer, Confusing words, Listening comprehension, Matching, Opposites, Synonyms,

Questions	Points/notes from the participants
	<p>Paraphrasing, Pictures, Pronunciation, Reading comprehension, Spelling, Word formation etc.</p> <p>The most of the above exercises are given in the grade ten compulsory English textbook but there are few. All the varieties should be added more.</p> <p>Some gap-filling exercises such as : Basic gap-fill exercises, Multiple choice exercises, Flash based exercises/Basic gap-fill exercises, Challenging gap-fill exercises should be included from easy to complex.</p> <p>More tasks and exercises promote students ability to internalize English language.</p>

The above table shows that ten questions were asked to the teachers about designed tasks and exercises. Most of teachers have positive attitude towards provided tasks and exercises. They viewed that tasks and exercises they always use in the classroom are appropriate but not sufficient. The teachers of private schools viewed that grade ten compulsory English textbook does not have sufficient tasks and exercises for the students. They suggested that varieties of exercises can promote students ability and performance but in the grade ten compulsory English textbook doesn't have varieties of tasks and exercises. The conclusion of the above table is given below :

They always use tasks in the classroom. The tasks designed in grade ten English are appropriate but not sufficient. The tasks provided in grade ten English textbook are not enough for the students. English tasks including simple and complex should be added. The exercises given in the textbook are not enough. Language used and motivation aspect of the English textbook are satisfactory. Varieties of exercises should be provided. More sufficient varieties of tasks should be included.

The exercises designed in the grade ten English textbook only simply focused on grammar. Tasks for vocabulary teaching and learning are insufficient. Exercises of vocabulary should be included in different varieties. Tasks and exercises given in the grade ten English textbook have not provided satisfaction. Few varieties of tasks and exercises cannot develop the ability of the students. So, more varieties of tasks and exercises should be included concerning four language skills, grammar and vocabulary. Way of teaching vocabulary should be increased. Only one way of teaching vocabulary cannot be sufficient and effective in learning.

Major preferences should be given in listening and speaking skills. Tasks and exercises for speaking skill should be focused. Tasks and exercises of form focused and meaning focused should be included more than this.

CHAPTRE FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of data

4.1 Findings of the Study

After the completion of the analysis and interpretation of the data, the major findings of the study are summarized as follows:

The teachers and students both have highly positive attitudes towards tasks and exercises designed in the grade ten English textbook. Moreover they are not satisfied to the provided tasks and exercises. Both teachers and students who are teaching/studying at grade ten English textbook are not satisfied with the designed tasks and exercises given in the grade ten compulsory English textbook. The provided tasks and exercises are appropriate but not sufficient.

4.1.1 Findings Based on the Teachers' Attitudes towards the Appropriacy of Tasks and Exercises.

1. Teachers have positive attitudes towards tasks and exercises and appropriate designed in the grade ten compulsory English textbook but the tasks and exercises which they always use in the classroom have few varieties.
2. Teachers are in favour of more tasks and exercises that should be included in the English textbook. They viewed tasks and Exercises are appropriate but not sufficient.
3. The designed tasks and exercises have not enough varieties and less emphasis is given on listening and speaking skill. Tasks and exercises should be short and sweet and they should be included new topics on different subject matter.

4. Tasks and exercises for speaking are few. Tasks and exercises for speaking should be added. The tasks are clearly instructed as 75% teachers viewed so.
5. Tasks and exercises designed in the grade ten English are inadequate. The teachers of private and public schools viewed the designed tasks and exercises are not sufficient and should be added more.
6. The exercises given in English textbook have no enough input for the students. The exercises have not sufficient varieties so more varieties should be included.
7. Teachers are not satisfied to the weight given for the tasks and exercises to the speaking skill. Tasks and exercises help to teach different language skills, develop confidence in teachers, develops language awareness, expands vocabulary power, develop creativity and analytical skill, arouses motivation and helps to impart cultural information.
8. The exercises given in the textbook simply focused on grammar but it should cover all the varieties. The tasks have few covered the vocabulary aspect it should be included in different ways.
9. The designed tasks and exercises should be improved. Tasks and exercises should include new topics on different subject matter such as : science, technology, history, art, tourism, economics etc.
10. Tasks and exercises should include attractively.

4.1.2 Findings Based on the Students' Attitudes towards the Appropriacy of Tasks and Exercises.

1. Students have positive attitudes towards tasks and exercises, they always use in the classroom.
2. It was found that the designed tasks are appropriate for the students but they are not enough for them. The tasks are clearly instructed.

3. There are not enough exercises. The language used in the exercises is simple and realistic. The exercises provided in the textbook are monotonous.
4. The tasks for reading and writing are few. The students simply prefer the provided tasks and they have few covered.
5. The designed tasks and exercises have not well covered the vocabulary aspect. Different ways of learning vocabulary should be added.
6. The tasks are sufficient and exercises are appropriate for learning vocabulary. Tasks and exercises are not enough for the students.
7. Tasks of stories in the textbook are not given completely, they should be completed.
8. It was found that tasks and exercises have few varieties and not sufficient. The tasks and exercises should be focused on speaking skill.
9. The tasks and exercises designed in the textbook are not sufficient for reading and writing skill.
10. Most of the students viewed that tasks and exercises should be added for reading and writing skill.

4.2 Recommendations and Pedagogical Implications

On the basis of the findings obtained from the analysis and interpretation of the collected data, some salient pedagogical implications with some recommendations have been suggested as follows:

- a. The teachers and students should always use the tasks and exercises. The tasks should be designed appropriately in the grade ten English textbook.
- b. A lot of tasks should be designed to do more practice. Enough exercises should be provided.
- c. Tasks and exercises should be attractive and motivating. Tasks and exercises for listening and speaking skills should be included.

- d. Exercises should be included covering all the language skills. Different ways of teaching vocabulary should be included. And tasks and exercise should be selected from easy to complex.
- e. The tasks and exercises used for teaching listening and speaking should be more practical and more related to the skills on the basis of daily life, interest and knowledge.
- f. The major preferences should be given in 'speaking' and 'listening'. It is necessary to add simple to complex tasks and exercises to help vocabulary building and to improve speaking ability.
- g. The volume of tasks and exercises should be increased covering all the language skills and aspect. Tasks and exercises for the teaching grammar should included more than this.
- h. Tasks and exercises are needed according to the level of the students.
- i. Varieties of tasks and exercises should be designed covering all the areas of language teaching and learning.
- j. Textbook itself should be colourful and attractive and having bigger letter and in size.

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