



AN EVALUATION OF THE WRITING TASKS AND THEIR IMPLEMENTATION; IN THE CASE OF GRADE 12 ENGLISH TEXT BOOK

A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE (GRADUATE PROGRAM) IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS (MA) IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL).

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April, 2024 G C

**AN EVALUATION OF THE WRITING TASKS AND THEIR
IMPLEMENTATION; THE CASE OF GRADE 12 ENGLISH TEXT
BOOK**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES;
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

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DECLARATION

I, Dejene Degaga, hereby declare that the thesis entitled “AN EVALUATION OF THE WRITING TASKS AND THEIR IMPLEMENTATION; THE CASE OF GRADE 12 ENGLISH TEXT BOOK is my original work and has not been presented for a degree in any other university, and all source of materials used for the thesis have been appropriately acknowledged.

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ACKNOWLEDGEMENT

First and foremost, I would like to thank my God for his priceless favors in my life. Next, I would also like to express my deepest gratitude to my major advisor: **Mezemir Tekleab (PhD)** and co_ advisor: **Prof. Seifu** who guided and advised me during conducting my study.

Besides, I would like also to express my special thanks for my families for their psychological guidance and advice. Especially, thanks to **Alemyehu Degaga, Girma Degaga, Abebe Balcha Mesele Duga, Abera Tekalign, and Shimlse Adane** for their priceless support.

And also, my special thanks pass to my best friends **Tewdros Mechaland Aschalew Kure** for their priceless suggestion and encouragement.

The last but not the least, I would like to express my deepest thanks for my special gift from God, **Zeritu Admasu Argaye** who has spent her life for my success. Words cannot express my deepest feelings about the patience, encouragement and cooperation of my wife. Without her patience and encouragement, I would not have been successful in my life.

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ABSTRACT

The purpose of this study was to evaluate grade 12 the old English textbook writing tasks and their implementations. A descriptive research design was used. The writing tasks of the study included a Grade 12 the old English textbook, 50 grade twelve students, and three English teachers. The simple random sampling technique and the comprehensive sampling technique were used to select the participant students and teachers, respectively. As data collection tools, document analysis, questionnaires, and observations were used. Then, the book was evaluated using the checklist, and the data obtained from participant teachers and students were analyzed quantitatively and qualitatively. Data from the document analysis were analyzed qualitatively while data from the questionnaire and observation were analyzed quantitatively. All the activities presented in the writing tasks were designed in accordance with the data collected from questionnaire and observation. The variety of writing activities was not enough. The activities include a limited variety of active learning methods. Moreover, most of the activities did not include the three stages of language learning; pre-task, while-task, and post-task. The teachers did not appropriately implement the tasks. The roles of learners and teachers in the writing tasks of the book were appropriate. However, these roles were not clearly stated in the book. The number of individual work activities was relatively high compared to the whole class and group activities. More number of pair and group work activities exceeding individual activities should be include in the writing tasks.

Key words: *English Textbook: Writing tasks: Tasks*

CHAPTER ONE

INTRODUCTION

In this first part of the research paper, the basic aspects that could give essential information on the general nature of the study are presented. To this end, background of the study, some highlights pertaining to what the problem is about, the objectives, importance, scope, and limitations are covered.

1.1 Background of the study

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

The writing skill is one of the most important skills since it represents our thoughts and feelings in a real form and influences other people's understandings toward our ideas (Sipayung, 2016) states that students can express their idea into written form. The development of writing is one of the great human inventions. It is difficult for many people to imagine how language nowadays without the presence of writing (Sipayung, 2016).

Writing is a difficult skill to accomplish particularly for English as Foreign Language (EFL) students. It is a complex process that requires writers to explore thoughts and ideas, and make them visible and concrete .In relation to this, Flynn & Stainthorp (2006:54) state that "Writing is a highly complex task that requires the Orchestration of a number of different activities simultaneously and thereby places great demands on the cognitive system."

In spite of the difficult nature of writing, the ability to write well in English is an indispensable quality in the world of academics and other concerns of life. However, it is often said that the level of English is declining in Ethiopia. Schools, training institutions, English teachers, colleges and universities are increasingly under criticism from the public and the stakeholders because of the deteriorating English language proficiency of students (Amlaku, 2013). Particularly, as far as writing is concerned, studies in Ethiopia (Abas, 2016 and Meseret, 2012) have shown that the writing ability of many Ethiopian students is by far less than what is expected of them. The cause of this may be of several reasons. Probably, one of the causes could be the way writing tasks are used in teaching writing and students' perception of the tasks. Perhaps, part of the problem could be attributed to students' and teachers' misunderstanding of the nature of task-based approach (TBA) to language teaching and learning which is currently being practiced in many parts of the world as a component of Communicative Language Teaching (CLT). Therefore, in order to raise the knowledge and skills of both students and teachers in using tasks properly, the language teaching materials and classes need to be supported by appropriate task-based teaching materials.

Relating with these ideas, the researcher faced the problem of active participation in the classroom situation when he taught writing skill for grade 12th students; The reason for this, unable to write the correct spelling, understanding the meaning of the words etc...

Accordingly, in the Ethiopian context of English language teaching and learning, the students' textbooks of secondary schools in general and grade 11 and 12 in particular were studied to be of greatly task based oriented (Meron, 2015 and Tariku, 2013). According to the conclusions they made and the personal evaluation of the researcher, the contents as input are familiar to the learners and meet the needs and interests of the students. Writing tasks are appropriate to the communicative goals of TBW (task based writing); The three phases of writing tasks are clearly indicated both in the syllabuses and textbooks; the objectives of the writing tasks are explicitly stated; the roles both students and teachers should play in each phase of the writing tasks are vividly stated not only in the textbooks but also in the teacher's guide and syllabuses. In this regard, the textbooks have actually been designed to enable students to learn the language meaningfully by practicing the writing tasks incorporated in the textbooks in a Task Based Writing (TBW) basis.

Though appropriate task designing is essential for the writing class, it cannot be a sufficient condition in itself to foster language learning. The students' and teachers' perceptions and actual practices need to be considered with the intention of having a better understanding of how writing tasks have been perceived and practiced.

Researches on the area of study were conducted by Ismail, (2011); Asadifard, (2013); Al-Azani, (2015) and Kamil, (2011). The first two studies are on students' perceptions of ESL writing and on EFL writers' perception on academic writing respectively. Both of them focused on investigating the writers' perceptions alone. The latter two researches were on teachers' perceptions regarding the methods or strategies used in teaching writing. These all studies were conducted abroad and mainly focused on how writing is perceived in an ESOL context.

Some local studies have also been conducted so far on the area under study by different researchers such as Meseret (2012), Tagese (2012) and Taye (2008). However, these researchers conducted their studies at higher institutions. The much related local works in the area under study are the researches of Beyene (2008), Daniel (2010) and Demelash (2011). The first two were aimed at exploring teachers' and students' perceptions and practices communicative language teaching in general whereas the last one was conducted on teachers' and students' perception and practices of task-based activities

Textbook has a great role in teaching and learning process, it was like a guide for teacher in teaching and it can be a reference for student in studying. English textbook was considered to be the course of study, the guide on methods of instruction and the source of language. That was why media of a prepared teaching material was needed. One of that are used in the learning process was textbook. In teaching learning process, textbook is a common instructional material. It becomes a favorite instructional material because it has several benefits.

(Richard, 200 p. 251) says that "Textbook provides structures and a syllabus for a program, helps standardized instruction, maintains quality, provides a variety of learning resources, is efficient, can provide effective language models and input, can train teachers, and it is

visually appealing”. The function of textbook in teaching is very important in curriculum system; without textbook, teaching learning process is not organized well.

1.2. Statement of the Problem

In the twenty first century, numbers of approaches and methods have been emerged in the field of language teaching and learning such as, communicative approach, Task based Language teaching, participatory approach and postmodern pedagogy. Language textbook plays the central role in language classes. Supporting its importance, Ur (2009, p. 134) opines that textbook is also considered as the next important factor in the second language classes after the teacher. So, designing the activities and tasks in the textbook appropriately plays crucial role to developing the language.

. The researcher noticed disapprovals about the textbook writing section and nature of tasks. He claimed that there was no equal balance of the writing tasks and some content of the writing tasks were more challenging for the level of the learner. Similarly, he added less numbers of writing tasks. Then, he raised the quarries himself; was really the textbook has not included the equal number of writing task? Do the writing task are designed based on TBLT approach? In order to address these questions, the researcher thought, it was better to carry out a research to find out the existing reality of the writing task of the new textbook.

In line with this, Richard and Rogers (2001) add that a well-developed writing skill is important for learners both in their academic role and as a means of communication in a community. According to their view, this can be possible if learners learn writing effectively with the help of effective teachers, teaching techniques and if ample practice is made in the classroom.

These authors said that the ability to write well is not a naturally acquired skill; therefore, it has to be taught rather they claim it is a skill, which needs more effort, extended time and a good teacher to manage and properly guide the learners during the practice session. While learning writing, many difficulties can occur as they do while studying reading or listening.

Some researchers disclosed that the teaching of writing was ineffective and the writing performance of students of high school and higher institutions are low, Alamirew (2005), Desalegn (2011) .In line with this, Hailemariam (2012) also added that it was a common phenomenon that the level of Ethiopian students language skill in general is very low after they have learnt the language from grade one to university level. Particularly, their writing skill is often found to be below the expectations.

Most of the problems are related to the teaching learning of writing skill. Besides these, teachers and students' attitude towards the teaching of writing, the approach employed and the like have been researched previously. Desalegn (2011) for instance, in his study of the practice of teaching writing skill at Bahir Dar University, his study focused more on the implementation of the different approaches to teaching of writing. In his finding, he revealed that most teachers do not use the genre-based approach. Besides, they do not even use the process and product approaches appropriately.

However, he only identifies the writing problems that students have Hailemariam (2012), studied problems students face in writing. He identified the difficulty level of the writing tasks and the cause of students' writing problems. The result of his study identified eight major writing problems, namely: punctuation and capitalization problems, unclear writing, weak organization, auxiliary and preposition errors, spelling and vocabulary problems. With regard to evaluation of language skill tasks, the researcher has found only three studies conducted in three different skills other than writing skill

As far as the researcher of this study is concerned, conducted on the evaluation of the design and implementation of tasks was by (Gebaw, 2012). He evaluated the reading tasks of grade nine English Textbook. However, he formulated his own checklist in order to evaluate the reading tasks and their implementation. The results of his study revealed that most of the reading exercises/tasks were designed appropriately to be done in phases but hardly implemented in the classroom he observed.

Similarly, many researches have been carried out for evaluation and implementation of the physical and academic aspects of the English textbook such as, implementation of the

textbook based on physical and academic aspects like paper quality, price, and layout, contain coverage of the textbook for grade twelve.

Even if there are a number of studies conducted around the teaching and learning of writing, the researcher of this study could not find any study which links the problem to the evaluations, and implementation of the writing tasks. Hailemariam (2012) focuses primarily on identifying the causes of students'. He did not relate those problems mentioned and the difficulty level of the writing tasks to the evaluations and implementation of the tasks.

Tariku (2013), tried to evaluate the writing tasks and made his part, but there are still problems which need study. Besides, some of the researches mentioned above were conducted on the old textbooks, which were used until 2009 G.C. Therefore, the researcher of this study was also interested to investigate whether some of the drawbacks of these textbooks that were identified by other researchers improved in the new one.

As mentioned above, the researcher reviewed research materials on evaluation in and their implementation in teaching writing only, but the evaluation of writing tasks and their implementations were missed.

Regarding to researcher`s study area, there is problem of spelling clearly observed in area of writing task evaluation and their implementation in classroom.

In addition, from the researcher`s experience, most of the high school students were less interested in doing the writing task and less motivated to interact with each other about the topics in the class tasks. Because of the lack of the motivating factors which were mentioned above, in this study, the researcher wanted to evaluate the design of writing tasks in the current grade twelve English textbook and how teachers implement these tasks in a way to promote knowledge of writing tasks.

As a result, the researcher would design this study to fill the gap by investigating points that are related to the design and implementation of writing tasks in English for Grade Twelve Textbook and at Suten Secondary School.

This study would analyze the writing task specially focuses on writing skill of the English textbook for grade twelve based on TBLT approach. Further, this study would also focus the

strength and weakness and nature of writing tasks and their types included in English textbook for grade twelve. The researcher has taught English for grade 12th students for many years. During his time, repeatedly he has observed many difficulties from his students. Such as, recalling spelling, grammars and punctuation rules, accessing prior knowledge while writing, or organizing ideas, poor vocabulary, many misspelled words, and frequent capitalization. Depend on the above mentioned difficulties, the researcher motivates to study and reduce the difficulties (problem) among the students; the researcher practicing the students to write the spelling correctly

1.3 Research Questions

Based on the above rationales, the researcher has set the following research questions:

1. How are grade 12 English writing tasks designed and presented?
2. How are the grade 12 English writing tasks and components` implemented in the classroom?
3. What are the students `perceptions to grade 12 English textbook writing tasks?

1.4 Objectives of the study

This study both general and specific objectives.

1.4.1 General objective

The main objective of this study was to evaluate the grade twelve EFL textbook's writing tasks design and their implementation at Suten Secondary School.

1.4.2 Specific objectives

The specific objectives of the study are:

1. To investigate how the grade 12 English textbook's writing tasks were designed.
2. Analyzing the strengths and weaknesses of the writing tasks in the grade 12 English textbook.
3. Find out the students' perception and participation in the implementation of writing task.

1.5 Significance of the study

The results of this study would be important for the following three parties;

First, syllabus designers and textbook writers would use it as input on the strengths and weaknesses of the writing tasks in the current Grade 12 English textbook for Ethiopia.

Second, English language teachers would have a better understanding of the nature of writing tasks, and they could also adjust or amend the current writing tasks according to their classroom situation.

Lastly, it would help future researchers who want to study a similar topic to use the result of this study as a reference.

1.6 Scope of the study

This study focused on only the evaluation of grade 12 English textbook writing tasks design and its implementation at Gurage Zone Sodo Woreda, Suten Secondary School. The researcher took only Grade 12 students among the different grade levels as participants of this study, and writing was the skill which the study focused on among the different skills.

1.7 Limitations of the study

In conducting this study, the following limitations were faced by the researcher.

First, this study was conducted in one high school; the data were obtained from such a narrow study area and may not be generalized in context of other high schools. The limited number of participants was one of the limitations. The study would have given a better result if it had increased more schools and teachers.

Second, the study comprised one sample of school and four English language teachers, if more schools and teachers were included, the results of the study would have been more comprehensive and valid.

Third, conducting class observation sessions was a very hard task, for instance some of the teachers were not voluntary to be observed because, lack of confidence. This affected the researcher work progress like lack of concentration and forced him not to utilize his time properly, however, the researcher could overcome the limitations by negotiation to them.

1.8 Operational definitions of Key Terms

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

English Textbook: Here, the researcher had used the term "English textbook" refers to a published book by Ministry of Education, for grade twelve, whose explicit aim was to assist Ethiopian learners of English in improving their linguistic knowledge and communicative ability.

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

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

This chapter of the study consists of review of theoretical literature, and conceptual framework.

2.1. Review of Theoretical Literature

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

2.2. Rationale for the use of Tasks in Language Teaching and Learning

As it was mentioned in the preceding section, classroom tasks are generally classified based on either 'real-world' (target task) or 'pedagogic' perspectives. Real-world (target) tasks will result in communicative acts that we achieve through language in the world outside the classroom. The pedagogical tasks on the other hand are tasks, which are carried out in the classroom. Pedagogical tasks can further be divided into those with rehearsal rationale and those with pedagogical rationale (Nunan, 2004). These different elements are further defined and exemplified below.

The Textbook

The term '**curriculum**', 'syllabus' and 'textbook' are frequently used in the field of education. Actually, curriculum is an educational plan designed to achieve the goal of the education. It includes the objectives, the content to be taught, and teaching methods and activities, and evaluation.

Syllabus, on the other hand, is the systematically organized subject matter to be taught and learnt.

And a **textbook** is written according to the syllabus. In this sense, all these terms are interrelated.

A textbook, also known as the course book, is a book that is written according to a Particular syllabus to achieve its objectives. It gives information about a particular subject and used in formal education. It is an authorized material of teaching and learning process. It contains different kinds of the reading material, activities, illustrations and usually content at the beginning and a glossary at the end. It is a means to an end, not an end itself. It is equally important for both teachers and students.

A textbook is one of the important elements of the educational system. A textbook is everything for the teacher and the students in the place where there are no other reference materials.

According to (Awasthi, 2006, p. 1), A textbook is the teaching material for teacher and learning material for the learner. It is one of the pivotal aspects of the total teaching and learning process. It is ... a guide for a teacher, a memory aid for the pupils and a permanent record or measure of what has been learnt. A textbook tells the teachers what to teach and in what order. It should reflect the purposes of evaluation and political, social and economic values of the particular nation. Thus, we can say that a textbook is an aid for making language teaching and learning activities complete. It is equally important for both teachers and the students.

2.3. Importance of the Textbook

The importance of the textbook can be summarized as follows:

- i) A textbook tells the teachers what to teach and how to teach.
- ii) It makes the teaching systematic and economic.
- iii) It helps students in self-study.
- iv) It is a means of presenting the selected and graded vocabulary and structures.
- v) It works as an authentic material.
- vi) It is easily available readymade materials for both teachers and the students.
- vii) It helps to determine the appropriate methods, techniques, and activities to be applied in the classroom.

2.4. Type of Writing

There are five stages of writing process, any stage can be skipped and returned to later. These are: Prewriting, Drafting, Revising, Editing and Publishing. Learning the writing process is important for the students as it enables students to express their thoughts, knowledge and feelings efficiently. The more the students learn the writing process, the more they will be able to express themselves efficiently.

2.5. Teaching Writing Skill

The major purpose of teaching language was to develop the four language skills; listening, speaking, reading and writing. Of these, writing was one of the most important skills in learning a new language. It was taken as productive skill. By production, it means to manipulate its mechanism, structuring them into sensible words or units in order to make the reader understand the meaning of such complex effort.

(Harmer, 2007, p. 54) states that 'writing is an activity through which human beings communicate with one other and transmit their accumulated culture from one generation to another.' Thus, writing as an act of transmitting thoughts, feelings and ideas from up here in head to down there on paper since it is a thinking process. It is a very complex process that requires many sub-skills, high degree of organization in the development of ideas and information and high degree of accuracy.

Writing is probably the language skill that is least used by the most people in their native language, and perceived as most difficult but especially important by most of the second or foreign language learners.

About the importance and complexity of Second Language (L2) writing, Richards and (Renandya ,2011) state; there was no doubt that writing was the most difficult skill for L2 learners to master. The difficulties were not only in generating and organizing ideas, but also in translating these ideas into readable text. The skill involved in writing is highly complex L2 writers have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, punctuation, word choice and so on (p.56).

Teaching of writing, therefore involve various writing tasks integrated with other skills such as listening, reading and speaking. Only knowing spelling, vocabulary and grammar may not help one to write fluently, creatively and critically. Spelling and pronunciation may be

practiced through orthography-based tasks, however composing various genre- based writing discourses, process-based writing may require integrative task.

Graphic representation of pictures or graphic symbols does not constitute writing, unless they form a system of representing the units of a language. Its Patterns should be grasped by the reader. It has been seen in terms of various skills.

According to (Sharma and Phyak,2006, p. 473) the sub skills of writing are;

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

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

2.6. Types of Writing Tasks

Writing is the final product of separate acts that are hugely challenging to learn simultaneously. Students need to be personally involved in writing exercises in order to make the learning experience of the last value.

According to (Phyak and Sharma,2006, pp. 480-508), which are presented in the following ways:

2.6.1. Controlled Writing

According to(Phyak and Sharma, 2006, p 480) "The controlled writing activities are basically grounded on the 'product approach 'of writing, in which students are encouraged to produce and reproduce the words, sentences or paragraphs by imitating or copying from the model given to them." These are controlled in nature; where students have no freedom to express

their creativity. Controlled writing activities have been found in various types such as; Combining, Reproduction, Substitution, Completion.

2.6.2. Guided Writing

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

2.6.3. Free Writing

Enabling the learners in free writing is the major goal of teaching writing skill. In free writing students have no any restriction to use vocabulary and sentence structures as they like on the given instruction. However, creative thinking and planning plays crucial role to developing free writing skill. In addition, highly autonomous and motivation are the key factors in free writing.

According to(Phyak and Sharma ,2006) claims that nevertheless, the ability to write freely and independently, written communication seems poor. The major ways of presenting free writings are: Explanation, Description, and Narration.

2.7. Task Based Language Teaching (TBLT) Approach for Teaching Writing

Since the language teaching has become a profession, ELT experts try to developing the various methods and approaches in language teaching. Nowadays, under the influence of Communicative Language Teaching (CLT), most global materials try to involve learners in the process of learning by introducing several types of tasks and activities whose aim is to promote learners' interaction in L2(Ebadi, 2016 p.1).

The concept of TBLT was first introduced by Prabhu, in his well-known Bangalore project in southern India. He introduces the notion of "procedural syllabus" to define the processes in which learner are engaged through different tasks.

Task-Based Language Teaching (TBLT) makes the performance of meaningful tasks central to the learning process. Richards and Rodgers (2010, p. 223) define TBLT as, "an approach based on the use of tasks as the core unit of planning and instructing in language pedagogy". From his definition, it can be said that task is the vehicle or key component for L2 processing in TBLT approach.

TBLT is an approach which provides freedom and autonomy into the learning process. According to (Richards and Roger ,2010, pp. 223-224) view that language learning is believed to depend on immersing students not merely in "Comprehensible input" but in tasks that require them to negotiate meaning and encourage in naturalistic and meaningful communication. Language tasks help learner not only input the language but also insight the language in meaningful context.

2.8. Definition of Tasks

Learners learn L2 language through the series of tasks. Tasks are given key components in TBLT approach. Concerning the concept of task, a number of definitions have been offered in the literature that differs quite widely

Learners learn L2 language through the series of exercises. Exercises or tasks are given key components in TBLT approach. Concerning the concept of task, a number of definitions have been offered in the literature that differs quite widely in scope in teaching. According to (Nunan, 2004, p. 5) has made a distinction between target tasks and pedagogical tasks. According to him, target tasks refer to language use in the world beyond the classroom. Pedagogical tasks, on the other hand, refer to language use that occurs in the classroom. More precisely, pedagogical task is viewed as:

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

EFL/ESL learners to the real tasks and real-world activities is probably one of the most noticeable features of present day's practices of English language teaching.

2.9. Classification of Tasks

In TBLT task is the vital component of language pedagogy. Task plays crucial role to construct the meta-linguistic and socio-cultural awareness to language learners. According to (Nunan, 2004, p.34) states that "TBLT is an approach which highlights learning to communicate through interaction by introducing authentic texts to learning situation, enhancing the learner's own personal experiences, and linking classroom learning with language activation outside the classroom". Thus, designing the task in language textbook is very essential to learner cognitive and natural setting. Various scholars classify the tasks into different groups. In this way, As(Ellis, 2003, p. 142) has mentioned the following tasks type while designing the target language materials.

2.9.1. Focused and Unfocused Tasks

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

2.9.2.Real World and Pedagogical Tasks

According(Ellis,2003, p. 142) "Real world tasks are those language tasks, which are designed to practice the activities seen in the real-world context. They are more authentic and less concerned with the specific features of the L2. "Using the telephone" can be the example of a real-world task." On the other hand, Pedagogical tasks are designed to develop target language feature in the learner. These tasks are psycholinguistic basis in SLA theory and research. Information gap activity is an example of pedagogical task.

Open and Closed Tasks

Open tasks are those tasks where the participants know there is no predetermined solution. According to(Ellis, 2003, p. 143) "Opinion gaps, debates, interactions, ranking activities are

falls under open tasks. On the other hand, closed tasks are those tasks that required students to reach a single, correct solution or one of a small finite set of solution. Information gap activities are taken as the example of closed task".

Cognitive Tasks

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

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

According to(Richards and Rodgers 2010, p.234) proposed types of tasks as: Listing, Ordering and Sorting, Comparing, Problem solving, Sharing experiences, Creative tasks.

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

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

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

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

Creative Tasks: By creative tasks, (Nunan ,2004) mentions brainstorming task, which encourages learners to think of as many new words and ideas as they can.

Through the discussion of the above different tasks and their nature presented by various scholars, the would be analyzing the writing tasks included in the English textbook for grade 12 based on the taxonomy of task types presented by(Nunan ,2004) in this study.

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

2.10 Role of Task-based Activities in Teaching Writing Skills

Task-based activities provide learners with opportunities to use the target language in the language classroom, and explore the target language through writing. In this way, the writing activities can serve as valuable tool in the language teaching and learning process; to develop learners' writing skill. The role of the teacher is central to success of language learners by implementing writing tasks carried on textbook.

According to(Ellis, 2003, p. 37) states that task-based activities help learners to solve language related problems in real situation focusing on the target language. Learners develop their competence in genuine situation that the teaching- learning processes and the language tasks meet the authentic and real-life situation. Thus, task-based activities offer the opportunity to practice writing inside the classroom, which emphasizes meaning over form. The tasks include in the textbook also should be designed into various way like: information gap tasks, reasoning tasks, problem solving and so on. These activities basically motive the learners that are compatible with the learner-centered educational philosophy. Learners learn writing skills indirectly communicating in it rather than directly studying. It is probably easier to achieve when students are interacting themselves. Therefore, pair and group works are the core point to task-based approach in writing skill.

2.11 The Role of Textbook in EFL/ ESL Classroom

Of course, textbooks are potential ingredients in learning the intended curriculum. They are the medium through which teacher and learner communicate with each other in an effort to forward the teaching and learning process. The principal advantages of textbook in EFL/ESL classroom as given by(Richards 2001 and Ur2009) are:

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

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

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

CHAPTER THREE

Research Design and Methodology

3. Introduction

Research design serves as a blue print for conducting a research. Research design focuses more on the end product and the research problem while the methodology focuses more on the process, the tools and procedures to be used in the research (Ary et al, 2010)).The design and methodology used for this study are stated as follows:

3.1. Design of the study

A descriptive survey study research design was employed in this study because descriptive survey describes the status of a given phenomenon.(Ary et al, 2010) defined that descriptive survey is a method that describes and interprets what exists at present form of practices, effects, attitudes, etc. To evaluate grade twelve the old English textbook using document analysis, close-ended questionnaire, and classroom observation. According to (Kumar, 1996), descriptive design attempts to describe systematically a situation, problem or phenomenon. Therefore, the researcher used descriptive research design since it is important in gathering data of what people think, feel and do.

3.2. Research methodology

The research methodology that was employed in this research was mixed research method as the purpose of the research was to evaluate the writing tasks and their implementations. Because of the sampling technique that was employed in this study was purposive sampling lets the researcher used both qualitative and quantitative research methods was employed.

3.3 Description of the study area

The study was conducted in Suten Secondary School (grade 12) in this academic year (2016E.C.), which is found in Central Ethiopia Region, Eastern Gurage zone, Sodo Woreda. The school was intentionally chosen for this study because the researcher works as an English teacher of the target school and existing situation would enable the researcher to conduct research on the topic and come up with reliable inquiry.

3.4. Population and samples

The populations of the study were Suten Secondary school grade twelve students and EFL teachers. The samples of this study were 50 grade twelve students and their respective 3 EFL teachers.

3.5 Sampling Technique

The sampling technique that was used to select samples for the study was purposive sampling. It was how those purpose formed on their knowledge and understanding of the research question at hand or their goals. Purposive samplings were formed purposefully based on the students past educational achievement & the researchers' personal judgments. The reason why that Purposive sampling was employed, because the researcher wanted to include all types of learners such as; high achievers, medium level achievers and low achievers. To select samples from each sampling was used for the sake of including a sample representative of the whole population in terms of academic achievement.

Besides, grade-twelve is the end Secondary high school level, most courses the students would take the following year and after that when they joined higher institutions require advanced ability in writing skills (Meseret, 2012). Therefore, the researcher believed that the writing tasks have to be designed and implemented appropriately.

3.6. Primary Sources of Data

Primary data refers to the first hand data gathered by the researcher himself and real time data (Ajayi, 2017). Data that has been collected from first-hand-experience is known as primary data. Primary data has not been published yet and is more reliable, authentic and objective and it is very helpful because the investigator collects data specific to the problem under study, there is no doubt about the quality of the data collected and if required, it may be possible to obtain additional data during the study period (Kabir, 2016) To collect data the researcher was draw heavily from primary sources.

3.6.1. Observation

The class observation was the most effective tool for the researchers' study because it was helpful to see what was happening in the actual classes. The researcher collected the qualitative data for the study through observations. The observations served as a useful tool

for looking into the situations in the actual classrooms while the study was being conducted. The researcher was able to examine the reality in the classrooms as to how teachers and students practiced the writing skills. The researcher used structured observation technique. First the researcher listed the behaviors the researcher needed to observe and check their presence because it was appropriate when the decision problem had been clearly defined. The observer also believed that structuring of the observation was able to increase the reliability of the data by reducing the potential of observers' bias.

Therefore, observation checklist for EFL sample teachers were employed during the classrooms observations. Thus, the researcher observed the EFL classes during the teaching learning of writing skills. The researcher observed 2 grade twelve EFL teachers. Each class period had forty minutes in length. The researcher observed each teacher 2 times on different days while they were teaching the writing lessons. Totally, the researcher conducted 4 observations. The researcher recorded the behaviors carefully and interpreted them accordingly. The observations were intended to investigate how the actual writing classes and the EFL teachers practiced the writing skills. During the classroom observations the researcher used qualitative data in the form of observation check list adapted from (Mohammed amen, 2013).

3.6.2. Document Analysis

During document evaluation, material analysis checklists were used. This checklist were adopted from Carroll (1990) and modified based on objectives of the study.

3.6.3. Questionnaire

One of the data gathering tools was questionnaire which was distributed to 3 EFL teachers and 50 students. The items in the questionnaire were close ended types of questions. When preparing the questionnaire, the researcher tried to keep it short, interesting and easy to follow. After preparing the questionnaire the researcher piloted it to test whether it gathers the expected and relevant data for the study and during the pilot the participants were asked to forward comments on the questionnaire telling them it was a pilot study so as to use it when preparing the original questionnaire for the research. Supporting this (Catherine,2009) suggests that" when preparing a questionnaire the researcher tried to keep it as short as possible and it would be as interesting as possible and easy to follow...after that the researcher

would pilot it to test it out whether it is appropriate to obtain the relevant data required for the entire study. "(Catherine, 2009:317).

3.6.2.1. Students' questionnaires

In order to identify the students' attitude towards practicing writing skill in EFL classes, the first part of the questionnaire consisted of closed-ended questions (5). The second part of the questionnaire was closed-ended questions (4) which asked students to provide the necessary information regarding to writing skill.

3.7. Procedure of data collection

The data that was collected using observation, questionnaire and document analysis from all the samples of the study was not being done at a time. Rather it follows the following data gathering procedures. Firstly, the researcher collected sample students to find out what problems the students have to modify the questions in the questionnaire. Secondly, after gathering the data through document analysis the researcher distributed questionnaire for the samples. Finally, classroom observation was made for three English language teachers and students during writing lessons.

3.8. Procedure of Data Analysis

In order to analyze the data collected by using the instruments observations, questionnaires and document analysis, the researcher employed mixed approach. In other words, both the quantitative and the qualitative methods were used to analyze.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND DISCUSSION OF RESULT

4. Introduction

The main objective of this study was to evaluate the nature and design of the writing tasks and their implementations in the case of grade 12 English Textbook. This chapter of the research analyzes and interprets the nature of writing activities, components of the writing tasks and the implementation of the writing tasks. The data obtained from document analysis, classroom observation and students' questionnaire. The data obtained from these instruments were triangulated and discussed to offset the weaknesses of the other.

4.1 General description of grade 12 English student's text book

The task analysis and evaluation of the textbook has been done based on the Grade 12 English for Ethiopia student textbook which has started being used as a teaching material for the first time in the year 2011. This textbook has 12 units. Each unit contains 9 sections: introduction, listening, speaking, reading, writing, increase your word power, language focus, study skills, and assessment. There is a revision part after three units. There are also two sections jointly prepared like reading and listening section. There are two parts called part A and part B.

The textbook contains various sections which help students improve different skills. Another good quality of the textbook is that it is attractive with colorful illustrations, maps, texts and charts; the textbook has also attractive hard cover having beautiful picture. Among the sections mentioned above, the researcher focused on only the listening section. The researcher tried to see the number of tasks found under the macro-skills: listening, speaking, reading and writing. There are 22 listening tasks, 39 speaking tasks, 28 reading tasks and 28 writing tasks. As it was mentioned the second tasks was found in the writing section. This implies that less attention was given to writing skill. However, this trend should be improved; equal weight should be given to these major skills.

4.2 Writing activities and time allocation

In most Ethiopian government secondary schools, the allotted time for one period is 45 minutes. And this time is not enough for most of the writing tasks. For instance, if we look at the first writing task in chapter one, only one period is given together with the introduction

section. In this writing task, students are expected to answer 18 questions after to a passage which contains five paragraphs. In this single period students are also required to answer 10 introduction questions after looking at the pictures. It is unlikely for the students to do all these tasks within 45 minutes. This problem gets worth especially when the writing tasks assigned together with other writing tasks in a single period.

There are 28 writing tasks presented in the text book. (Excluding in the introduction, assessment and revision part).The writing tasks in the introduction were left out because the writing tasks found here are not full enough to be evaluated; they are presented together with other micro-skill tasks. And the writing tasks in the assessment were excluded, or the aim of tasks in this section is not teaching rather than evaluating. Since the researcher wanted to see only tasks for teaching, these assessment tasks were excluded. The reason for not including the writing tasks included in the revision part was to avoid redundancy-the tasks found here have similar tasks in the main writing section. Thus, the main writing tasks presented in the book are shown in a table below.

Table 4. 1 The Main Writing Tasks.

Units	Number of writing tasks in each unit	Number of periods given to the tasks in each unit	Remark
1	2	2	Allocated together with other tasks – increase your word power, speaking, introduction, listening reading, study skills and language focus.
2	3	3	Allocated together with other tasks – increase your word power, speaking, introduction, listening reading, study skills and language focus.
3	2	2	Allocated together with other tasks – increase your word power, speaking, introduction, listening reading, study skills and language focus.
4	1	1	Allocated together with other tasks – increase your word power, speaking, introduction,

			listening reading, study skills and language focus.
5	2	2	Allocated together with other tasks – increase your word power, speaking, introduction, listening reading, study skills and language focus.
6	3	3	Allocated together with other tasks – increase your word power, speaking, introduction, listening reading, study skills and language focus.
7	2	2	Allocated together with other tasks – increase your word power, speaking, introduction, listening reading, study skills and language focus.
8	1	1	Allocated together with other tasks – increase your word power, speaking, introduction, listening reading, study skills and language focus.
9	2	2	Allocated together with other tasks – increase your word power, speaking, introduction, listening reading, study skills and language focus.
10	5	5	Allocated together with other tasks – increase your word power, speaking, introduction, listening reading, study skills and language focus.
11	4	4	Allocated together with other tasks – increase your word power, speaking, introduction, listening reading, study skills and language focus.
12	1	1	Allocated together with other tasks – increase your word power, speaking, introduction, listening reading, study skills and language focus

- ❖ Both in the book and in the syllabus, there is no time allocation based on tasks, but the researcher tried to associate the allocate
- ❖ As shown above writing tasks are found in each unit-which is one of the good aspects of the text book design. However, there is no equal number of tasks in the units. For

example, there is only one writing task in unit 4, unit 8, and unit 12; while there are 5 writing tasks in unit 10. The remaining units contain two, three and four writing tasks. However, one can say that there is no big difference in the number of writing tasks under the units. About time allocation for the tasks, the number of writing tasks and the number of periods are similar; 28 periods are given to 28 writing tasks.

The tasks are given periods together with other tasks. This implies that equal amount of time is not given for the writing tasks. Of course, it is very clear that all tasks do not need equal amount of time. But that is not the case here; for all of these 28 writing tasks the allotted time is not enough. Because, there are some tasks that given periods together with other tasks.

4.3 Components of the Writing Tasks

The writing tasks that are included in the grade-12th the old English textbooks are listed as follows:

Writing Tasks	- <i>Memories</i> - <i>A formal letter</i>	- <i>A mind map</i> - <i>An essay</i> - <i>A report</i>	- <i>Self-assessment</i> - <i>An essay</i>	- <i>A film review</i>
	- <i>A good leader</i> - <i>A report</i>	- <i>A leaflet on Fair Trade</i> - <i>A summary</i> - <i>A business letter</i>	- <i>A profile</i> - <i>A letter of application</i>	- <i>An essay</i>
	- <i>A report</i> - <i>An essay</i>	- <i>A description</i> - <i>A report</i> - <i>A formal letter</i> - <i>Graffiti posters</i> - <i>rules for a</i>	- <i>A summary</i> - <i>A dialogue</i> - <i>A review of a television show</i> - <i>Formal letters</i>	- <i>Planning, preparing and producing a class magazine</i>

		<i>new society</i>		
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Based on the above table, the researcher could observe 28 writing tasks which are included in grade-12th the old English textbook.

Table 4. 2. Writing Objectives

Units	Objectives
1	<ul style="list-style-type: none"> • To write a five-paragraph essay to explain, inform and argue. • Write to elaborate and justify ideas/arguments/ opinions in essays by giving examples.
2	<ul style="list-style-type: none"> • Write to follow the seven stages of writing independently: think, brainstorm, plan, draft, and check, rewrite, proofread. • Write to interpret simple statistics and write a report.
3	<ul style="list-style-type: none"> • To write a report based on an interview. • To write five paragraph essays to explain.
4	<ul style="list-style-type: none"> • To write five paragraph essays to explain, inform and argue.
5	<ul style="list-style-type: none"> • Write to elaborate/justify ideas/arguments/opinions in essays by giving examples.
6	<ul style="list-style-type: none"> • To Write 5 paragraph essays to explain, inform and persuade. • Write to summarize a text using bullet points. • To Write business correspondence to a standard acceptable in the workplace. • Write to follow the seven stages of writing independently: think, brainstorm, plan, draft, and check, rewrite, proofread.
7	<ul style="list-style-type: none"> • To write a letter of application for employment.

8	<ul style="list-style-type: none"> • Write to follow the seven stages of writing independently: think, brainstorm, plan, draft, and check, rewrite, proofread. • Write to elaborate and justify ideas/arguments/ opinions in essays by giving examples. • To write five paragraph essays to explain, inform and argue.
9	<ul style="list-style-type: none"> • To write and present a 500 word report on a given topic for a specific audience including suggestions/recommendations. • To write a five-paragraph essay to argue.
10	<ul style="list-style-type: none"> • Write to interpret simple statistics and write a report. • To write formal business correspondence to a standard acceptable in the workplace.
11	<ul style="list-style-type: none"> • Write to summarize a text in various forms including bullet points, charts, notes and paragraphs. • To write a report based on an interview.
12	<ul style="list-style-type: none"> • Write to follow the seven stages of writing independently: think, brainstorm, plan, draft, and check, rewrite, proofread. • To write different MLCs and practiced by different students.

To answer the question of Nunan related to beliefs about the nature of language and learning are inherent in the task, again it is the positive side of the book that the tasks are designed based on current beliefs of language learning. Currently, it is believed that students improve their language skills when they practice different tasks repeatedly. And this fact is seen in the new Grade 12 English for Ethiopia textbook.

4.4. Implementation of the Writing Tasks

As it was explained in the previous chapters, the major purpose of the study was to evaluate the design and implementation of the writing tasks found in grade 12 textbook. So far the study dealt with the design of the writing tasks. Now this section is devoted to the evaluation of the implementation of the writing tasks in actual classroom. For this purpose, as it was indicated in chapter three, section-3.5, three major instruments were employed. These were

observation,& questionnaire. These tools were used in order to collect data on two major points of task implementation. These were:

- Investigating whether the tasks capture students’ interest and motivate them
- Whether the tasks stimulate genuine interaction between and among the students

The results of from the two tools presented and discussed as follow.

4.5. Results of the Observation

As it was mentioned in the research methodology section-3.5.3., observations of two sections of grade 12 were conducted prior to the distribution of the questionnaire. The results of the observation are as follows:

table 4. 3 Observation Guideline- Checklist

Phase	Guide line	Yes	No	Total	Comment
Pre-task phase	Is the topic for the writing task familiar to the students?	3	0	3	
	Are the students made to brainstorm on the topic of the day and before doing the writing tasks?	1	2	3	
	Does the teacher give preliminary introduction about the topic?	3	0	3	
	Are the students made to plan for the tasks they are going to do?	3	0	3	
	Does the activity prompt genuine interaction among the majority of the students?	1	2	3	
While-task phase	Do the majority of the students look interested while doing the tasks?	1	2	3	

	Does the teacher guide and help students while they are doing in pairs/groups?	3	0	3	
	Are the majority of the students engaged in writing?	1	2	3	
Post-task phase	Do the students express their answers?	1	2	3	
	Does the teacher encourage students to reflect their experiences/opinion related to the writing task?	3	0	3	
	Does the teacher provide students with reasonable feedback/correction?	3	0	3	

According to the above Table-12, two sections of grade 12 among the total of 2 sections were randomly selected and observed. The observations were conducted using a guideline. As it is shown in the above table, the three phases of teaching writing were observed and recorded using the guideline as a checklist. The results of the observation in each phase were summarized in themes as follow;

A. Pre-Task Phase

As it was discussed in the review of literature section, this is the phase where teachers play their major roles in introducing the topic and help the students plan for the task they are going to do. In the observed two sections too, all the three different teachers did introduce the topic, explain and help the students to plan for the writing task. However, only two out of the three teachers made the students to brainstorm on the topics before planning and doing the task while one teacher directly defined, explained and made students plan for the task. Coming to the major objective of the observation, in two of the sections the tasks made majority of the students interact in English. Besides, in these sections majority of the students were made to genuinely interact and they also looked interested in the whole activity. Whereas in the majority of the sections that were in the rest one of the sections, only a few students were observed interacting in English and interested while the majority of the students were observed chattering in Amharic and others were not involved at all. By examining the above analysis, it can be understood that teachers play roles which are irrelevant for communicative

classroom. They were actually expected to introduce the topic and explain, however, they were also expected to make students involve actively in the process. Students were required to brainstorm and discuss between and among each other. They were required to be made the major actors of the writing process. Therefore, in this pre-writing phase, students were observed in majority of the sections less interested in doing the tasks and less motivated in interacting with each other about the topics.

B. while-writing Phase

After the students were made to plan the writing, that is after they were made to select a partner to work with and share the writing task between them, they started the actual writing task. In this phase, in two of the sections, teachers were observed while advising students to assist each other and were monitoring their progress while in two of the sections the teachers were observed to keep reminding the students not to disturb rather than assisting them. However, in two of the sections, majority of the students were observed engaged in the tasks. In this phase too, majority of the teachers were not playing their roles effectively .However, these teachers were disturbing the process by trying to keep the discipline of the classroom.

c. Post-Task Phase

In the previous phase students were engaged in the actual writing, however, finalizing their writing task was what they do at home. Therefore, post-task phase is the last phase in the process of doing the writing task and it took place in the following period.

In this last phase as it was discussed in chapter two, teachers are required to give feedback for the task the students did at home or made the students comment on each other's work. Students on the other hand are required to incorporate the feedbacks and rewrite their final draft. However, what was observed in two of the classes was different. The teachers in two of the classes began the period by going round the class and checking whether the home works were done and checked two or three exercise books and gave general comments for the whole class. None of the teachers made the students to comment on each other's work nor made them to rewrite using the corrections and comments they gave. By examining the above result, it can be said that like in previous phases, teachers in this phase too were not observed playing their role effectively. Besides, students also fail to play their active role in involving

in peer feedback and in incorporating corrections and writing their final draft. Therefore, it can be said that in the observed two sections, the writing sessions ended before the process of writing was completed.

4.6. Results of the Students' Questionnaires

The other instrument employed in this evaluative research was questionnaire. The purpose of employing this tool was to gather information, which was important for the goal of this study. Therefore, through this tool information were gathered on the following two points:

- Students attitude towards the practice of the writing activity
- Students attitude towards the writing tasks in general

In order to investigate students' attitude towards these issues, a questionnaire was prepared and administered for 50 students. The items in the questionnaire were 9 in number and they were grouped under two categories namely: the practice of writing activities and students' attitude towards the writing tasks. The results of the findings and the analysis are as follow.

Attitude concerning writing tasks on improving the learning of writing SA - (Strongly Agree) = 4 A - (Agree) = 3 D - (Disagree) = 2 SD - (Disagree) = 1

table 4. 4Observation Guideline- Checklist

N o	Statements	%	SA	A	D	SD	TOT AL
	practice during the writing activities		4	3	2	1	
1	The writing tasks/activities in your textbook have clear instructions.	%	10 20%	10 20%	20 40%	10 20%	50 100%
2	The writing tasks/activities in each unit are interesting and motivating to do.	%	16 32%	25 50%	9 18%	-	50 100%
3	The writing activities in the textbook clear enough for you to express your ideas without any difficulty about	%	5 10%	5 10%	36 72%	4 8%	50 100%

	the situations given.						
4	The writing activities are suitable for discussion and writing in pairs/groups.	%	17 34%	8 16%	-	25 50%	50 100%
5	The objectives of the writing activities in your textbook are clear for the students.	%	25 50%	8 16%	8 16%	9 18%	50 100%
Attitude towards the Writing Tasks							
6	The writing tasks in your textbook consider students background knowledge.	%	9 18%	41 82%	-	-	50 100%
7	The writing task in the textbook are presented with clear and enough context (clues)/situations.	%	4 8%	36 72%	5 10%	5 10%	50 100%
8	The writing tasks are presented in relation to/integration with the other three skills (reading, speaking and listening).	%	21 42 %	16 32 %	9 18%	4 8%	50 100%
9	The writing tasks in the textbook raise high level of thought in considering the students background knowledge.	%	16 32 %	14 28 %	20 40%	-	50 100%

As it is shown in the above table in item one, the data that has been gathered from the respondents (students), reveals that the instructions of writing tasks in the textbook is so vivid, and do not let learners struggle for understanding. Of the sampled respondents in item 1, 10(20%), 10(20%), 10(20%), and 20(40%) have responded strongly agree, agree, disagree, and strongly disagree respectively. Having this, it is possible to say that the above 40% of the learners are not suspected to be lost from the intended way, being misled by the quality of instruction of the task, during practice of writing. So, clarity in the instruction of writing task in the textbook was a big problem, since it does block understandings though it could satisfy very few learners who are 60%. Unlike the other skills, writing requires high level of thought as it challenges deep mental process. That is why students try to put themselves away from writing tasks. So, to erase this challenge, topics of writing tasks need to be highly attractive and appealing that can win the students interest, and drive them to work on. But the data that has been collected from the students on grade twelve (12) textbook' writing s task does not reveal this. In item 2, 16(32%) of the respondents, who are 25(50%) and 9(18%) responded, strongly agree, , agree, and disagree, respectively. From the above 41(82%) of the

respondents are comfortable with it. The remaining 9(18%) could say nothing. This means majority of the students are enjoying the writing tasks, being deprived of the appetite of writing. So, the topics of the writing tasks in this textbook are inviting.

Textbook is a main source for both teachers and students. Especially for students its importance could not be easily expressed for its being a source of information, and also a guide for practice just creating situations. If so, the activities are expected to be clear enough and easily understandable so that the students could work on by themselves. As the data given in the above table in item 3 tasks on writing are not much appreciable concerning clarity of situation, and encourage independent practice, as it satisfies 10(20%) of the students". It is tough and challenging for 40 (80) % of the respondents. This indicates that the tasks are left with much work to be done to make the situation clear enough and satisfy the needs of those discouraged ones.

Group and pair works, and discussions are methods that are highly recommended to be used to prove active learning, and make the lesson more effective, involving the learners directly in activities and problem solving. Therefore, activities to be used must provide the students with such opportunities so that they would be actors in the process of learning, just sharing ideas and experiences with one another. Coming to the target task in item 4, 17(34%) respondents strongly agree and 8(16%) respondents agree. That means 25(50%) respondents have shown positive attitude towards the suitability of the task for discussion, pair and group work. Although the number is equal to those who are dissatisfied or disagreed with those who are 25(50%) . This data let us feel the gap with the activity in which an improvement needs to be made in order to get it suitable to involve all the students.

Activities are suggested to be given to learners with a clear and meaningful purpose, as they need to be aware of the objective they work for. If they know it, they can add even more effort to bring the desired change. It motivates them rather than blindly pushing them forward for the sake of just what they wanted to do. The writing activities in the textbook are relatively appreciated in this area. The objectives are not obscure for most of the students. According to the data collected in item 5, 33(66%) of the students do not get confused of the objectives of the tasks. However, still there is a gap that could not treat the rest 8(16%) and 9(18%) of the respondents who responded disagree and strongly disagree respectively. Tasks particularly

that require generating idea from the learners are advised to put the students' background knowledge. Because the prior knowledge they have assisted them as a stepping stone of digging further applying high level of thought.

That is, what learning is just widening what is already acquired as an input? However, writing activities in this textbook have a big gap that needs to be bridged to involve the students that are discouraged which are 9(18%)of the respondents who strongly agree and 41(82%) of the students who agree respectively. So, the tasks' design should be revisited carefully.

Learning is not only about knowing facts but also upraising level of thought and maturing problem- solving ability. Therefore, tasks are frequently used in school to promote high level of thinking in students. But designing a task is not enough to encourage high level of thought. It requires logical and careful design, based on background knowledge of the students. It needs to be a bit challenging, being what they know while they strive more to express their ideas on the given topics or dig up for a solution, they apply full energy and deep thinking which high level of thought is developed. However, grade 12 textbook's writing tasks seem designed to be the reverses, which encourage lower level of thought. The tasks require the students to complete tables, writing to sentences, giving short answers, etc. as it can be seen from table above in item 7, 5(10%) and 5(10%) of the sampled students are not in favor of the way the tasks have been designed except 40(80%) of them. So, this data gap indicates that the tasks do not encourage high level of thought.

Clue is the most important technique to be used in teaching and learning process, particularly in doing tasks. The main contribution of its presence is keeping students on the track, paving the way they wanted to move on. If there are enough clues on the given situation, there would be very low opportunity to be lost. Moreover, success increases with self- confidence.

According to item 8, concerning this area, the clues in this textbook writing activities satisfy 27(54%) of the students, whereas 9(18%) of the respondents disagreed and 4(8%) of the respondents strongly disagreed. So, a bit more than half of the students could be helped, it is not sounding to say that the clues given for the tasks are clear enough in showing directions to the students. Because those who do not have any clue it has to be more comfortable for independent practices.

Scholars suggested that language is well taught integrating the skills as they support one another, and that even one can dare to say they are inseparable. Thus, materials that are used for language teaching are supposed to treat the four skills at a time writing task needs to promote reading, speaking and listening too. This is one of the strong sides of grade twelve (12) textbook' writing task. As data in the table shows above in item 9, 30(60.%) of the respondents have witnessed this strength while 20(40%) of the sampled students are against.. In short, the tasks have positive side concerning integration of skills even if they need modification still in order to involve all students equally.

4.7. Discussion

The textbook under the writing section are so vivid though most of the writing tasks do not seem to be enjoyable or motivating to do. Besides, though the situations given in the writing tasks are clear enough to half of the sampled students, much should be done to make them too much clear for all the learners. However, the tasks are not fair for group or pair work because it only satisfies 40.5 % of the students and need to be paid special attention to be improved. On the other hand, the goals (objectives) are explicitly stated so that the students would not be obscured in what to do and how and why. Regarding, background knowledge, only 34 % of the learners' background knowledge is considered and the rest of them not yet. Topics in the writing tasks are also limited to practicing simple facts sentences, completing a text, etc., rather than raising high level of thought and widening learners thinking and reasoning ability. In addition, clues in the tasks are not too much clear enough. However, they are highly integrated with the other skills.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main aim of this study was to evaluate the design of the writing tasks and their implementation with reference to grade 12 English students' textbook. In order to achieve this objective, a descriptive research design was used. The approaches were qualitative and quantitative. The instruments used in this research were document analysis with a checklist; observation, and questionnaire. The researcher evaluated the design of the writing tasks and their implementation with reference to textbook in order to find out the extent to which they promote writing skills. Based on the data collected the result and the discussion made the following major findings were identified. About the goals of the writing tasks, the following findings were found. In most of the writing tasks, 17 out of the total 27 tasks, the objectives are clearly stated to teachers and students. But there were 10 tasks that do not contain objectives. These objectives were not clear because they were not written in a simple language, and they are very general and they do not say how students should show their understanding of the lessons in an observable way. The objectives are not appropriate but promote both real-world and pedagogic rationale, there are 17 writing objectives that promote real-world rationale and objectives that promote pedagogic rationale. In almost all writing tasks, there were questions which initiated students to apply classroom learning to the real world. The objectives of the writing tasks are based on current beliefs of language learning; there were different tasks given repeatedly, for language is a matter of practice.

Some of the major findings about input of the writing tasks were the following. English for Ethiopia textbook contains 28 writing tasks, on which students are based to do the different tasks.. In relation to authenticity, the researcher found that 10 of the writing tasks can be grouped as authentic materials whereas 18 of the writing tasks can be categorized as contrived materials. However regardless of the number of the contrived materials, they are appropriate to goals of the writing tasks. There were also important findings in relation to activities of the writing tasks. The writing activities are appropriate to the communicative goals of the tasks.

Grade 12 English for Ethiopia textbook contains activity types that best stimulate interactive language use in real world or classroom situations. Many of the writing tasks presented in the book have information gaps or problems which bring about negotiation of meaning. All the activities presented in the writing tasks are designed in accordance with these input data.

There are some weak sides regarding the writing activities. Many redundant writing activities are observed. Identifying gist, main ideas, specific information and detailed information are among the repeatedly writing activities. There are many important writing activities like obeying instructions and arriving at an inference which are recommended in many academic books to increase variety but not incorporated in Grade 12 English textbook. The other problem with regard to the writing activities is that they do not include different active learning methods.

About roles of the writing tasks, the following findings were identified. The roles of learners and teachers are appropriate. Unlike in traditional language teaching, students' roles are many in the writing tasks of Grade 12 English for Ethiopia textbook. The roles of teachers are guiding,

facilitating and instructing. The teacher's role is not acting as a sole provider of knowledge as in traditional language teaching. He/she doesn't take much of the class time; rather much of the class time is given to the students. There is no role by the name lecturing which is given to the teacher in the above table. In the writing classes of Grade 12 they are the students who are the main actors.

The findings in relation to setting are stated as follows. There are many writing activities in Grade 12 English for Ethiopia textbook which are individual work activities (50%). When we compare the number of activities in rank; pair works activities (34%), group work activities (16%) are found in the writing tasks at second and third place respectively. All of the writing activities are confined to the classroom.

5.2 Conclusions

The main objective of this study was to examine the design of the writing tasks and their

Implementation with reference to grade 12 English for Ethiopia textbook based on components of communicative tasks. The instrument that was used in this research was document analysis checklist, observation and questionnaires. The researcher used checklist, with consists of communicative tasks (goals, input, activities, teacher and learner role and setting).

As the findings of the study revealed, the writing tasks presented in the grade 12 English for Ethiopia textbook are designed fulfilling most of the relevant criteria of the checklist.

Based on the findings identified, the following conclusions are made.

Many writing tasks contain objectives which are clearly stated to teachers and students. But the objectives are very general and they do not say how students show their understanding of the lessons in an observable way. The objectives are designed based on beliefs of language learning.

- The inputs of the writing tasks have non-verbal material form. The inputs are also both authentic and contrived; the number of contrived materials exceeds the authentic ones. Most of the writing activities are appropriate to the communicative goals of the tasks. All the activities presented in the writing tasks are designed in accordance with the input data. The writing activities are also designed both to stimulate bottom-up and top-down processing skills. Many of the writing tasks presented in the book have information gaps or problems which bring about negotiation of meaning. Most of the activities are also designed in a way which will allow learners to communicate and cooperate in groups. Most of the writing activities promote real-world language, and are suitable for pair / group work. But there is a problem in that the variety of the writing activities is not enough. The other problem of the writing activities is that they do not include different active learning methods. Moreover, most of the activities (54.55%) do not include the three stages of language learning: pre-task, while- task and post-task. There are also some activities that do not state purpose.

- The roles of learners and teachers in the writing tasks of the book are appropriate. However, these roles are not clearly stated in the book. The roles of the teacher are guiding, facilitating and instructing.
- When we compare the number of activities in rank; pair work activities (34%), and group work activities (16%) are found in the writing tasks at second and third place respectively. All of the writing activities are confined to classroom.
- The three phases of writing are very important for accomplishing the writing tasks effectively. Most of the writing tasks in the textbook are designed incorporating these phases. However, according to the results of the classroom observations, most teachers do not allow students to pass through these phases. Although most of the students were observed engaged in the while- writing phases, they were not interested in doing the writing tasks. This is because; they do not have any kind of writing exam. Therefore, most of them do not consider writing as an important skill.

5.3 Recommendations

Based on the findings and the conclusions, the following recommendations are forwarded:

- Textbook writers should consider the five components of language tasks (goal, input, activity, role and setting) when they write textbooks.
- The goals of each writing task should be stated in the students' book, and the goals should be written considering the criteria of writing quality objectives.
- Many non- verbal and authentic materials should be incorporated in to the writing tasks because these materials increase students' motivation, and they help the students solve communication problems they face in the natural environment.
- More varieties of writing activities and different active learning methods have to be added in the writing tasks. Besides, all the activities have to include purpose and the three stages of language learning: pre-task, while-task and post-task.
- More number of pair and group work activities exceeding individual activities should be included in the writing tasks, for these activities increase the communication ability of the students. In addition, all the activities should not be confined to the classroom;

there have to be also activities that will take part in language laboratory because students should be familiar with native speakers English. It is most likely that Ethiopian students face difficulty when writing to native speakers because of lack of exposure to the native natural language.

- The writing activities should be designed in order to allow learners cooperate, and communicate particularly in both the pre and post writing phases.
- Teachers should follow the three phases of writing while implementing the tasks in the classroom.
- Furthermore, research should be done in the area of ELT text evaluation with regard to other skills (such as reading, listening and speaking).

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APPENDICES

Appendix 1,

A checklist for evaluating communicative tasks

1. Input

What form does the input take?

Is it authentic?

If not, is it appropriate to the goal of the task?

2. Activities

Are the activities appropriate to the communicative goals of the task?

If not can they be modified to make them more appropriate?

Are the activities appropriate to the input data?

Are the activities designed in a way which will allow learners to communicate and cooperate in groups?

Checklist for evaluating Nature of Writing Activities

Do the activities promote meaningfulness?

Do the activities promote real-worldliness?

Do the activities promote purposefulness?

Do the activities promote suitability of tasks for pair/group works?

Appendix 2

Writing Tasks for the current Grade 12 English for Ethiopia Textbook

Classroom Observation Guideline

Section _____ Teacher _____ Lesson _____ Date _____
Time _____

Phase	Guide line	Yes	No	Comments

Pre-task phase	1. Is the topic for the writing task familiar to the students?			
	2. Are the students made to brainstorm on the topic of the day and before doing the writing tasks?			
	3. Does the teacher give preliminary introduction about the topic?			
	4. Are the students made to plan for the tasks they are going to do?			
	5. Does the activity prompt genuine interaction among the majority of the students?			
While-task phase	6. Do the majority of the look interested while doing the tasks?			
	7. Does the teacher guide and help students while they are doing in pairs/groups?			
	8. Are the majority of the students engaged in writing?			
Post-task phase	9. Do the students express their answers?			
	10. Does the teacher encourage students to reflect their experiences/opinion related to the writing task?			
	11. Does the teacher provide students with reasonable feedback/correction?			

Section I: Questionnaire for the students

Dear students,

This questionnaire is designed to obtain data for the research called “**An evaluation of the Writing Tasks and their Implementation**”. The researcher is interested only in investigating your Writing Practices and your reaction towards the writing tasks that you have done so far in your textbook.

Your ideas are highly valued and your cooperation genuinely appreciated.

The data thus collected only serves to this particular research and will remain confidential. Please feel free to share your opinions and report frankly your real attitude when filling the following items.

Thank you for your cooperation!!!

Section II: Students’ practice and their reaction towards the writing tasks.

Please read each statement and decide whether you agree or disagree with the statement by putting a tick (√) mark in column of that matches your position most, according to the following four responses. 4 - Strongly agree,3 – Agree, 2-Disagree and 1- Strongly Disagree.

No	Statements practice during the writing activities	1	2	3	4
1	The writing tasks/activities in your textbook have clear instructions.				
2	The writing tasks/activities in each unit are interesting and motivating to do.				
	The writing activities in the textbook clear enough for you to express your ideas without any difficulty about the situations given.				
4	The writing activities are suitable for discussion and writing in pairs/groups.				
5	The objectives of the writing activities in your textbook are clear for the students.				
6	The writing tasks in your textbook consider students background knowledge.				
7	The writing tasks in the textbook raise high level of thought in considering the students background knowledge.				
8	The writing task in the textbook are presented with clear and enough context (clues)/situations.				
9	The writing tasks are presented in relation to/integration with the other three skills(reading, speaking and listening)				

Thank you very much!!