



Addis Ababa University
School of Graduate Studies

**College of Humanities, Language Studies, Journalism and
Communication**

Department of Foreign Languages and Literature

**An Evaluation of the writing tasks in the Grade
Twelve English Textbook**

By

Wegayehu Gebeyehu

Advisor

Dr. Hailom Banteyirga

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**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 in Teaching English as Foreign Language (TEFL)**

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Addis Ababa

Declarations

I declare that this thesis is my original work and that all sources of materials used for this thesis have been fully acknowledged.

Name: Wegayehu Gebeyehu

Palace: Addis Ababa University

Date of submission: _____

This thesis has been submitted for examination with my approval as University advisor.

Name: **Dr Hailom Banteyirga**

Signature: _____

Date: **September 21,2023**

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By
Wegayehu Gebeyehu

Approved by Examining Board

Dr. Hailom Banteyirga _____

Advisor

Signature

September21,2023G.C

Date

Dr. Alemu H _____

Examiner

Signature

September21,2023G.C

Date

Dr. Mengstu Mengesha _____

Examiner

Signature

September21,2023G.C

Date

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We all human beings have inseparable relationships between ourselves. We all are so dependent on others and others are so dependent on us. That means the first solution to our problems is human beings or the first medicine to our disease is human beings. That is why we all live for others and others live for us. We all pay sacrifice for others and others pay sacrifice for us. We can't go alone without others' help. If anyone said I am independent and I don't need others' help that is a true layer. In each of our way, success, journey, and education there are lots of people's help. Therefore we always not forget to say thank you or to give great praise to those people who helped us. So I would like to say thank you to some people and God. First I would like to say thanks to God because I always believe that I am surrounded by the infinite help of God. Secondly, I would like to say thanks a million to Dr. Hailom Banteyerga, for his advice and constructive comments throughout the course of my thesis work. He shared with me his great knowledge and each time he doesn't feel tired and boring to express everything about the course of my thesis so I wish him all the best and God bless him. Then I want to say thank you to my mother Alemnesh, my wife Yeshe, and my daughters Edom Wegayehu and Munit Wegayehu because they are always worried about me and they gave me their own suggestions in each of my works. They are my life error correction. Finally, I would like to say thank you to Tsiyon who typed this thesis because she was patient, polite, and wasn't feeling bored. Now I am so satisfied because I thanked those people who helped me. Instead of giving dirty money, it is better to provide the neat eight letters word "THANK YOU!" as a gift for all those people who helped us.

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ACRONYMS AND ABBREVIATIONS

BBC-	British Broadcasting corporation
CLT-	Communicative Language Teaching.
E.C-	Ethiopian Calendar
EFL-	English as a Foreign Language.
E.G.S.E.C.E. -	Ethiopian General Secondary Education Certificate Examination
ELT-	English language teaching
FGD-	Focus Group discussion
L2-	Second Language.
M.O.E.	Ministry of Education
SLA=	Second Language Acquisition
TBLT-	Task Based Language Teaching.
TBLT-	Task-based Learning Techniques
TEFL-	Teaching English as a Foreign Language

Abstract

The main goal of this study was to evaluate and analyze the design accuracy of writing tasks in grade 12 English textbook and checking its alignment with the teacher's guide and syllabus in the light of the current theories of communicative tasks by using Nuna's (1989) framework; how well the writing tasks are structured and organized to be able to promote writing skills. Based on the fundamental elements of communicative tasks and the evaluation checklist for communicative tasks proposed by Nunan (1989), the writing tasks were selected and examined. The researcher employed a descriptive research design that combined qualitative and quantitative methods in order to accomplish this goal. The researcher used questionnaires, focus groups, and content analysis (Textbook analysis) for randomly chosen 50 students, and 3 teachers with access to census/available sampling technique. The study's finding showed that the majority of writing tasks fall short of many of the necessary requirements included in the checklist that allow students to express themselves in writing. The results also showed that while the objectives of the writing exercises are described clearly for students and teachers in the textbook. However, a few of the criteria for good objectives are not met by the majority of objectives and there is a lack of variation. Similar to this, the inputs are known to the students and meet their requirements and interests, but because there aren't enough suitable authentic resources and they aren't implemented properly, they don't offer enough information. Similar to this, the textbook's activities satisfy the requirements of being meaningful, purposeful and real-wordiness. However, they lack the use of pair and group work, motivational values, and authenticity; and they are severely constrained in their ability to include stages of tasks and topics that require advanced thought. Furthermore, the textbook, teacher's guide, and syllabus clearly define the role of the students and the teachers, delegating to the latter the roles of guiding, facilitating, and counseling while leaving the students with the full task. However, in a few exercises, the teacher's roles are not made explicit. Additionally, there is integration between writing tasks and other skills well more than half percent but the integrative tasks for each of the skill are not equally and fairly distributed and still, it needs more things to include in the writing task integration design. The alignment of the textbook with the syllabus as well as the teachers' guide has encountered issues. There are restrictions on how the textbook and syllabus align, as well as the teachers' guide. The lack of alignment in the two materials' communicative task components is evident when they are compared to the textbook. Finally, even though they don't greatly encourage the use of pair or group work, the activity settings are variable rather than predetermined. As a result, it is advised that textbook authors take into account the five fundamental elements of communicative tasks (goals, inputs, activities, roles, and setting), integration when designing tasks for course materials and keep the alignments of tasks design between students' textbook with teachers' guide and syllabus.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The most widely used language in the world is English, which is also utilized for both commercial and educational purposes. The causes for the growth of the English language are discussed by McKay (2002). For instance, the English language is crucial in the global sense because it allows nations to talk and bargain over political, social, educational, and economic issues. It is being learned by an increasing number of individuals, making it potentially essential to a developing global economy, and it is crucial to the nation's economic progress.

Countries all across the world are working to improve their educational systems by routinely evaluating their curriculum, syllabus, and textbooks in an effort to produce a more educated workforce. Worldwide, educational programs are evaluated, introduced, and improved by many nations' citizens. A textbook is one of the curriculum's key components for achieving language learning goals, but teachers only use it when the tasks are communicatively planned because it is challenging for them to create their own teaching materials McGrath (2013). However, a textbook should be created taking into account all of the communication task's components in accordance with the most recent theories of communicative tasks.

A syllabus is described as "the content of what is to be taught and the information, skills, and attitudes that are to be actively nurtured, coupled with stage-specific objectives," according to the National Council of Educational Research and Training (2006:19). Additionally, a syllabus specification is concerned with both the choice and the sequencing of the material to be taught. "A syllabus is the specification of a program or pedagogic agenda that defines a certain subject for a specific group of learners" Widdowson (1990:127). As a result, since the syllabus serves as a blueprint for the material to be covered in class, adherence to the textbook it represents is required.

An important step in the textbook evaluation is the chance to determine whether or not the activities in a particular textbook are appropriate for the intended purpose. It also makes it possible to determine the advantages and disadvantages of a work. Additionally, it offers the chance to evaluate the extent to which the textbook's inputs, activities, exercises, contents, and themes correspond to the learners' comprehension levels, backgrounds, requirements, and

interests as well as the program's educational objectives. As a result, using Nunan's (1989) evaluation criteria for communicative tasks, the researcher in this study attempted to evaluate the communicativeness of writing tasks in the present grade 12 English students' textbook.

The ultimate purpose of writing tasks in the classroom, according to Hedge (1988), should be to help students create complete texts that function as cohesive, appropriate, and contextualized pieces of communication. The importance of writing as a tool for improving students' all-around English proficiency cannot be overstated. Although teachers must start to consider some of the reasons why students find it difficult to write in English, active participation from both teachers and students is crucial to the development of this skill.

One of the four essential skills that teachers frequently overlook is writing. Most teachers agreed that writing is a skill that most high school students struggle with more than other skills, and that practicing writing outside of the classroom is essential. As a result, writing instruction should focus on improving students' writing skills. Writing is a difficult process that requires integration of many different skills Harmer (1991). The researcher believes this is the case because crafting a text that is well-reasoned necessitates mental focus and close adherence to a set of logical norms. More difficult than producing a free or expressive paper is organizing a written text with an overall topic sentence and supporting well-reasoned, compelling proof. Additionally, writing such a document requires you to carefully separate, consider, and arrange your ideas in a sound and logical manner. Writing is therefore a process of ongoing discovery that entails a number of processes and calls for critical thought. These include command of content format, sentence structure, vocabulary, punctuation, spelling, and letter formation at the sentence level. Beyond the sentence, authors need to be able to organize material and incorporate it into works that are cohesive and coherent.

Writing tasks are tasks that students are expected to complete after mastering a certain academic concept Ellis (2003). The amount of writing tasks given to students is substantial. They are too big, taking on and possessing varied shapes and characteristics in various contexts. Offering a model sentence with various lexical items, inserting grammatical form, creating phrases from tabular data, combining sentences, inserting the proper conjunctions, etc. are all included in the list of tasks. Writing exercises are also used to improve linguistic concepts including grammar, vocabulary, and punctuation. Writing is being used in this instance to support the development of the other skills and memory.

Due to the fact that they are the tools used to support learning that takes place both within and outside of the classroom, communicative tasks play a crucial role in helping students improve their writing skills. Students can be inspired to write using communicative tasks and their knowledge of the outside world. Considering that they are the ones that are most closely related to the students' actual conversation, communicative tasks are crucial for the development of second and foreign language learners, according to Nunan (1989). Letter writing, form filling, report writing, and other communicative writing tasks are illustrated. They are not frequently used in English language instruction. For communicative writing to be of the highest caliber, the tasks must be logical, cohesive, and grammatically consistent. In a similar vein, Nunan (1989) highlights the communicative task as a component of a class activity that requires students to recognize, manipulate, produce, or communicate in the target language while their focus is primarily on meaning rather than structure.

The foundation or cornerstone of language teaching is communicative language teaching (CLT). It establishes its ultimate goal by making communicative competency instruction its primary focus Richards (2006). According to Nunan (1989), as communicative language instruction advances, the structure of the learning activities and the delivery method has become increasingly important. Additionally, communicative language teaching, according to Richards (2006), directs the process of language teaching, including how language is learned, how students and teachers carry out their responsibilities, how classroom activities are chosen and deployed, and how language goals might be met.

For designing communicative tasks, researchers have provided guidelines. The most critical component of task-based language teaching is task design. No tasks, no task-based language learning. The same can be said for the design of communicative tasks. These rules include the rule of reasonable task difficulty, the rule of authenticity, the rule of meaningful tasks, and the rule of some attention to language form.

1.2. Statement of the problem

The main objective of language teaching in Ethiopia is to meet the communication demands of the students. However, for a variety of reasons, this goal has not yet been properly handled. The textbook's task design and instructional strategies may be to blame for the reasons or it lacks accuracy. The textbook's tasks design is frequently the primary element affecting how

well students communicate. No textbook is flawless and appropriate for every teaching and learning scenario or language program, as Richards (2001) said. Therefore, tasks should be emphasized by textbook authors.

Writing tasks are fundamental for teaching students skills that may affect their communication. In particular, communicative exercises are crucial for improving learners' writing skills when learning a second or foreign language. They provide people a reason to talk and a motivation to do so. As noted by Nunan (1989), communicative tasks offer students various chances to communicate in the target language. Nunan vehemently contends that for tasks to be more effective, they must pique learners' interest, center on a meaningful objective, be goal-oriented, and be connected to actual actions.

Since 2003e.c, students in grade twelve have been using the current English textbook. Since then, the researcher has seen that English language teachers disapprove of the writing parts and tasks in the textbook. They argued that some of the writing's topics are not intriguing and encouraged students to communicate in writing during an informal conversation with teachers who utilized the textbook at various periods. The researcher was subsequently asked to do a study on how communicative the writing tasks in the textbook were. Furthermore, the researcher has been requiring his learners to complete nearly all of the writing exercises in the grade 12 textbook. However, the researcher frequently discovered that his students struggle to articulate their thoughts in the majority of the activities and complain about the tasks' clarity, the familiarity of the topics they write about, the cues provided, and the activities' appropriateness. However, the learners had no issues expressing their ideas through writing based on the contexts or scenarios provided in the tasks when the researcher came up with different writing exercises from other reference books, such as "Longman". The researcher's hypotheses are as follows in light of the aforementioned elements, which Nunan (1989) and others have indicated as evaluation criteria; the present grade 12 English textbook writing tasks incorporated some of the aforementioned issues. Additionally, several of the writing tasks discourage students from applying what they learn in class to real-world situations because they lack sincerity and clarity. There are still chores that require no input. In light of the issues, the researcher will evaluate the textbook's writing tasks for students in grades 12 in terms of their accuracy in design and alignment with the syllabus and teachers' guide.

The focus on grade 12 writing tasks was made necessary because this grade is seen as a transitional period between preparatory school and higher education, and students at this level are expected to be well-versed in writing techniques because they will be doing a lot of writing in universities. However, when it came down to it, they were unable to write with the level of expertise that was required for them. In other words, the students at the researcher's school lack faith in their capacity to communicate effectively through writing. The results of this study are thought to provide teachers with useful suggestions on how to help students improve their written communication.

The researcher has also made an effort to find research on writing skill tasks and other language tasks. The following listing consists of some of those studies. Tewodros (2014) used the concepts of the task-based approach to analyze the writing tasks in the grade 9 English textbook. According to his findings, grade nine English textbooks expressly presented a range of writing tasks that might be classified as controlled, directed, and free. The question of whether the writing tasks in the English textbook for grade 11 are created and carried out in accordance with the most recent theories of communicative tasks was examined by Tariku (2013). The results demonstrate that while each of the writing tasks tested contains the five elements of a communicative activity, they do not entirely satisfy the checklist's requirements. In addition, Meron (2015), another researcher, evaluated the writing tasks in the English textbook for grade 9. She conducted her analysis using Nunan's (1989) suggested communicative task evaluation checklist and the fundamental elements of communicative tasks. Her research's findings showed that the majority of writing tasks fall short of many of the necessary requirements included in the checklist that allow students to express themselves in writing both within and outside of the classroom. It was suggested that more research be done in the area of ELT text evaluation concerning other skills (such as reading, listening, and speaking). For Ethiopian students' textbooks, Meseret (2013), for instance, did a study on the speaking challenges of grade nine English text book. She investigated if the textbook's exercises were created using the most recent theories regarding communicative task design. The results show that the speaking exercises in the textbook adhere to the fundamentals and requirements of communicative tasks; however they omit the use of real-world examples.

In a similar vein, Tesfaye G. and Kiristos's (2020) study evaluated the grade 10 English textbook reading tasks' applicability in light of contemporary communicative task theories. His

research also reveals that the reading tasks are arranged according to different text genres and activities, and because they are drawn from a variety of topics and text genres, they appear genuine and engaging. The results of this study also showed that the textbook presents the student's function in a clear and understandable manner and that the activities are organized so that students can practice them in groups, in pairs, and on their own. Abebaw Desalegn's (2012) work, which focuses on an evaluation of the listening tasks, offered in the new grade 12 text book, is the other one that is linked to my topic. The study's conclusions showed that while the goals of the majority of listening tasks are explicit, they are also rather broad. Only some of the tasks feature non-verbal components, but both verbal and non-verbal materials are present in the task inputs. The quantity of fake materials is higher than that of real ones.

My study is different from the above studies mentioned because it is confined to evaluate the design accuracy of writing tasks in grade twelve English textbook and checking its alignment with the teacher's guide and syllabus in the light of the current theories of communicative tasks by using Nuna's (1989) framework in promoting writing skill of the students. For instance, the focus of Abebaw Desalegn's research is on evaluation of listening tasks and the other research, Meseret (2013), did a study on the speaking challenges of grade nine English text book and an evaluation of the writing tasks and their implementation in the case of grade 11 english textbook. Generally, the only similarity with my paper is that all the above papers focus on evaluating tasks. However, my paper and Meseret's papers are different in that her study emphasizes on analyzing speaking challenges of grade nine and also Tariku's paper focused on the implementation and analyzing of writing tasks in grade 11 while mine focus on solely evaluating writing tasks of grade-12 English textbook.

Thus, even though the researchers tried to touch the areas of writing tasks in their studies, they didn't give a detail evaluation about the design accuracy of writing tasks (activities) in meeting major writing tasks design criteria by considering the learners' needs and interests and also the integration of other skills in writing skill tasks like listening, speaking and reading skill tasks. Therefore, this study differs from the earlier research in that writing tasks from the grade twelve English textbook and their alignment with the syllabus and teachers' guide with these components have not been studied. The researcher therefore carried out a study to close these gaps.

1.3 Objectives of the Study

1.3.1 The general objective of the study

Evaluating the design accuracy of writing tasks in grade twelve English textbook and checking its alignment with the teacher's guide and syllabus in the light of the current theories of communicative tasks by using Nuna's (1989) framework.

1.3.2 Specific objectives of the study

The research tried to accomplish the subsequent specific objectives:

1. To analyze the design accuracy of the components (i.e. goal, input, activity, setting, role of teacher and students) of the writing tasks in the textbook.
2. To evaluate the integration of other skills (listening, reading & speaking) tasks with in writing tasks (activities) designed to provide learners with mastery of the linguistic system.
3. To check the alignment of the communicative writing tasks in the textbook with the syllabus and teachers' guide

1.4 Research questions

This inquiry makes an effort to concentrate on the following research questions in order to successfully accomplish the aforementioned aims.

1. Are the components (i.e. goal, input, activity, setting, role of teacher and students) of writing tasks accurately designed in the criteria set of communicative tasks?
2. Are the other skills (listening, reading & speaking) tasks integrated with in writing tasks (activities) ?
3. Are the communicative writing tasks in the textbook of grade twelve aligned with the syllabus and teachers' guide?

1.5 Significance of the study

In the majority of high schools, colleges, and institutions in Ethiopia, English is the primary language of instruction. The success of students in learning other courses is likely to depend on how well they are able to use language skills, of which writing proficiency is a necessary component. It is true that the teaching of writing skills can be improved if there is a better understanding of implementing communicative language activities needed for better

writing. The design and placement of the tasks play a significant role in promoting interactive learning; hence this study will be helpful to textbook authors and syllabus designers. Its implications could make it easier for English teachers to evaluate their present methods for handling and managing writing tasks. The findings also help students improve their English proficiency and the way they engage in writing exercises in the classroom. Additionally, the success of this investigation is significant since it serves as a benchmark for future scholars who wish to do additional research.

The research will generally provide information about encouraging extensive writing activities. Additionally, it will assist teachers in identifying their challenges in the writing classroom as well as the views they and their students have about writing.

1.6 Delimitation of the Study

The study will be limited to evaluating the design accuracy of writing tasks in the grade-12 English textbook and checking its alignment with the teacher's guide and syllabus in light of the current theories of communicative tasks using Nuna's (1989) framework. The reason to focus on grade 12 writing tasks is that since this grade is considered to be a bridge between the preparatory level and higher education, students at this level are expected to have a good deal of knowledge in writing skills because they have a lot to do in universities through writing.

1.7 Limitations of the Study

Due to time, financial, and other resource limits, the researcher encountered some restrictions. An in-depth examination of each unit by a team of experts is necessary for the evaluation of tasks in a textbook. If the study had included more grade levels and more experts working in the field, the findings would have been more broadly applicable. With the time and resources available, this might be accomplished. But, due to a lack of materials and time, the researcher was unable to devote the necessary expertise to the thorough examination of each task in each unit of the English for Ethiopia grade 12 students' textbook. As a result, this study is restricted to evaluate the design accuracy of writing tasks as they are presented in grade 12 English textbooks and determining whether they are in accordance with the syllabus and teacher's guide. This evaluation is done using a checklist that is based on Nunan's (1989) framework for the most recent theories of communicative tasks. Also, it would have been preferable if the study had examined additional linguistic skills.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The concept of material evaluation

Ellis (1999) asserts that evaluation can be used to develop curriculum or determine the instructional worth of a particular activity. According to Tomlinson (2013:21), material evaluation is "a technique that involves appraising the worth (or potential value) of a set of learning materials," The efficiency of a course depends on the evaluation of its materials, which allows us to decide if they are suitable for the course's goals and the needs of the students. Although there are numerous factors that can be taken into consideration when evaluating resources, they will differ from context to context based on the requirements of the students, teachers, and institutions. A helpful framework is offered by Sercu, Mendez Garcia, and Castro Prieto (2004), as cited in (McGrath 2013:118). The list of criteria to evaluate materials are the following:

- The degree to which the book can inspire my learners;
- The degree to which the book is appropriate for my students' grade level and experience;
- The fact that the book is accompanied by extra materials.
- How closely the textbook adheres to academic requirements.
- The degree to which the number of resources provided and the number of class periods allotted to my subject are matched.
- The caliber of the teacher's guide.
- The volume of cultural knowledge the book provides.
- The book's pacing and the rate at which it moves along.
- The nationality of the textbook authors.
- The pricing.
- The layout.

Research on SLA is also crucial to take into account when assessing the utility of materials since SLA provides us with knowledge of the elements that contribute to efficient and long-lasting L2 acquisition. The following are some of the most important conclusions from the SLA research that we can use in our evaluation of materials, according to Tomlinson (2013):

- The input of language in use needs to be rich, relevant, and understandable for learners.

- Learners must be actively and cognitively involved in the language acquisition process.
- In order to develop communicative competence, learners must develop positive affect.
- Learners must pay attention to the key elements of the languages they come across and how they are employed.
- Opportunities for contextualized and intentional communication must be provided for learners.
- Interaction amongst students needs to be fostered.
- Learners must be given the freedom to concentrate on meaning.

2.2 Notion of Textbook

According to Thomson (2000), who is cited by Sholichatun (2011:10), “the textbook is a stimulus or instrument for teaching and learning.” Textbooks are the primary means of instruction and one of the main influences on what takes place in the classroom. A textbook is a reference work on a particular subject that is part of the standard book and was written by an authority on the subject for meaning and instruction. Textbooks are also equipped with learning resources that are compatible with and understandable to users in schools and colleges, allowing them to support any teaching program.

A written source of knowledge on a particular subject or field of study that is created especially for students' use and is usually based on a syllabus and focused on satisfying particular quality and learning requirements. The instructional sequence described in school textbooks is based on a planned curriculum. They should ideally support an effective teacher and a curious learner.

2.3 The role of text book in ELT classroom

One of the most crucial components of ELT materials that significantly contributes to the teaching and learning of ESL/EFL is a textbook. It serves as the main means of educating the kids. Making the students aware of the current knowledge in a straightforward and orderly way is one of the textbook's fundamental roles (Hutchison and Torres, 1994). Additionally, according to these academics, textbooks play a crucial role in both teaching and learning English because they supply the essential input for lessons in the classroom through a variety of activities.

Furthermore, the majority of language programs consider textbooks to be an essential element. They form the foundation for a large portion of the language instruction and practice learners receive in the classroom. They might serve as the foundation for the lessons' topics, the ratio of skills taught, and the varieties of language practice the students engage in. Additionally, textbooks largely serve to support the teacher's lesson. Textbooks can also act as a sort of teacher training for inexperienced teachers by offering suggestions for lesson plans and teaching methods (Richards, 2001). In the case of students, aside from input from the teacher, the textbook may be the main source of contact they have with the language. Additionally, according to Hycroft (1998), one of the main benefits of reading textbooks is that they are psychologically important for students because their development and accomplishment can be quantified through their use. Therefore, it may be claimed that textbooks' primary purpose is to assist teachers and pupils.

On the other hand, Richards (2001) elaborates that a program might not have an effect on teaching-learning environments without a textbook. Additionally, the usage of textbooks in a program can ensure that students in various classes will receive identical instruction and can, therefore, be evaluated similarly. In other words, the textbook offers the teaching standards. Workbooks, films, CDS cassettes, and other different learning resources are also included, which improves the learning experience for students. Additionally, according to Tomlinson (1998), textbooks provide a consistent learning environment by giving students opportunities to practice language skills activities and get ready for exams. They also benefit teachers by cutting down on preparation time waste. Additionally, it offers instruction that is pertinent to all students, regardless of location or language proficiency. By enabling both teachers and students to look ahead to what will be done in a class and reflect back on what has been done, the textbook acts as a road map for all parties.

While on the other hand, there are other theorists who do not always agree with the benefits of utilizing textbooks and who continue to harbor certain well-founded reservations about those benefits. According to Allwright (1982), textbooks are generally too rigid and exhibit the pedagogical, psychological, and linguistic preferences and prejudices of their authors. Similar to this, some supporters contend that the incorporation of actual materials in textbooks is constrained. They contend that the way the target language is presented in textbooks is very unnatural and contrived. Additionally, they contend that it is critical to expose students to the

fundamental traits of real-world, realistic oral and written discourse examples. Additionally, they contend that the scripted, unauthentic language present in many textbooks does not promote communicative language practice but, rather, might result in language simplifying and idealized perceptions of real-life circumstances.

One cannot overlook the reality that textbooks continue to be utilized extensively and are unquestionably necessary, regardless of one's opinion on whether they are too rigid and biased to be used directly as instructional resources or whether they genuinely aid in teaching and learning.

According to Cunningsworth (1995: 7), the following best describes the function of resources, especially textbooks, in language instruction:

- A resource for presentation materials (spoken and written).
- A source of activities for learners on grammar, vocabulary, pronunciation, and so on.
- A source of stimulation and ideas for classroom activities.
- A syllabus (where they reflect learning objectives that have already been determined).
- A support for less experienced teachers who have yet to gain in confidence.

In general, textbooks should serve as a tool for teachers and students rather than taking control of them. It is crucial to choose content that is directly related to the objectives, instructional strategies, and program values. The teacher's goal and the goal of the textbook should be the same, and both should work to suit the needs of the students.

2.4 The concept of task

Tasks are any organised language learning activities that have a clear purpose, relevant content, a defined working process, and a range of possible results for the participants. Therefore, it is assumed that the task refers to a variety of work plans, from simple and quick exercises to more involved and time-consuming tasks like group problem-solving or stimulating activities and decision-making (Breen, 1987).

In many academic disciplines, the term "task" has been defined in a variety of ways. The phrase has been defined by numerous authors from a variety of angles in the context of teaching second and foreign languages. Pedagogical and "real-world" views are key for defining tasks (Nunan, 1989). What the learner will do in the classroom is prioritized when the term task is

defined from a pedagogical standpoint. For instance, Nunan (1989:10) cites Richards, Platt, and Weber (1986: 289) who define the notion as:

An activity or action, which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative... since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.

From either a language acquisition or a communicative perspective, we can conclude that tasks are fundamental building blocks in any language teaching activity. Tasks have been valued as significant elements within curriculum planning, implementation, and evaluation. The syllabus content and instructional methods used in task-based language teaching are chosen in light of the communicative tasks that students will (actually or hypothetically) be required to complete inside and outside of the classroom, as well as in light of theoretical and empirical insights into the social and psycholinguistic processes that promote language acquisition (Abdulatiz Hajji, Ismael 2011).

Additionally, Prabhu (1987) describes a task as an educational activity as one that calls for students to draw conclusions from material presented through a process of thought while allowing teachers to direct and govern that process.

In light of this, we might draw the conclusion that activities give students a way to see appropriate target language proficiency. Therefore, completing activities successfully would allow learners to gain the abilities necessary to master real-world target tasks while also aiding the growth of their general language proficiency.

2.5 Task and instruction

In language instruction, there is a need of bringing some kind of change to students. It is the search for how the teaching-learning process is carried out in the classroom. These ways of

teaching that are selected to develop a targeted competence are accompanied by appropriate tasks to score the achievement that we need. A communicative task as a piece of activity helps learners in grasping, operating, generating, or interrelating in the target language while their helpfulness is primarily concentrated on meaning rather than form (Nunan, 1989). As a result, dragging students' attention toward meaning and developing acquisition tasks for instruction helps the teacher.

Richards (2006) said that building an accurate kind of interactional process in the learning-teaching process will create language, and to create such a best way of learning the teaching process using specially designed instructional tasks is mandatory.

2.6 Notion of Writing

The term "writing" has many meanings according to different language schools. Byrne (1988), for instance, defined writing as the act of creating graphic symbols, such as letters or letter combinations related to the sound we make when we speak in some sort of flat shape. In addition, he clarifies that writing is a process of discovering one's thoughts and discovering what these thoughts are via the act of writing itself. Writing, as a professional form of communication, includes more than just making graphic symbols; it also entails arranging words, phrases, and sentences in a meaningful way while adhering to established grammatical rules.

Many of the activities that people do in today include writing. As children practice using words, sentences, and paragraphs to explain their ideas, writing is a skill that improves language learning. In other words, writing abilities give students the chance to play around with the language. In addition to these benefits, writing fosters students' problem-solving skills and creativity (Hedge, 1988). As a result, it offers students the chance to improve their self-esteem and self-image.

In conclusion, it is feasible to conclude that writing is a means of communication in a number of formats for a range of goals and audiences, as well as the depiction of graphic symbols. In daily conversation, we write to convey our thoughts, emotions, opinions, and beliefs.

2.6.1 Writing Task

According to Ellis (2003) in Nunan (2004:3), a task is a work plan that pushes students to process language pragmatically in order to produce an output that can be evaluated in terms of whether the proper or adequate proportional content has been supplied. Writing tasks can be

used to introduce students to a literary work, to motivate and assist them in developing their own comprehension of a text, and to articulate their own interpretation of a text, (Nunan, 1989)

2.6.2 Types of Writing Activities

2.6.2.1. Controlled Writing

Students are expected to write accurately and mistakes are not accepted in this type of writing. This could be accomplished with structured practice. According to Raimes (1993), reinforced grammar, vocabulary, and syntax are typically required in regulated composition. Additionally, the pupils must adhere to all crucial aspects of English writing traditions, including tone, punctuation, word correction, and spelling. However, in these kinds of writing, the pupils are denied the freedom to imagine or come up with their own ideas in the written exercises they do. Students writing in second or a foreign language are not creative or productive because the emphasis is on the language of structure. As a result, academics like Hedge (1988) advise against adopting controlled writing and refer to it as writer's block.

2.6.2.2. Guided Writing

It is a form of writing that serves as a transition between restricted and unrestricted writing. Pincas (1982:126) claims that guided writing involves both partial freedom and partial control. According to academics, guided writing differs from controlled writing since it employs different strategies to encourage students to create comparable paragraphs. These strategies include presenting model paragraphs, first and last sentences, and even an outline that needs to be filled out. Others have also suggested a variety of guided writing tasks, such as replicating model paragraphs, using lists of words and phrases as sentence fragments, dialogue completion, parallel writing, and so on Byrne (1988).

2.6.2.3. Free Writing

According to Hedge (1988:44), since free writing is the consequence of the flow of ideas, one should write down their ideas as soon as they come to them because the main goal of free writing is to generate ideas. Students are required to write about topics that are relevant to them personally and draw on their experiences, expertise, and needs in this form of writing. Of the three writing genres, free writing enables pupils to come up with their own ideas. When students participate in free writing exercises, teachers are supposed to create the conditions and provide

clear instructions that will allow them to write about any subject they want without worrying about grammar, spelling, punctuation, etc.

2.7 The Nature of Writing

Many academics have defined the nature and traits of writing tasks. TBI is characterized by Nunan (2004: 279) as an approach that emphasizes communicating through interaction in the target language, incorporating authentic texts into learning situations, enhancing the learner's own personal experiences, and connecting classroom language learning with language activation outside of the classroom. Despite being linguistic in nature, the course objectives are centered on the students' pragmatic language proficiency. However, the tasks in TBLT show a number of unique characteristics. One is that they offer a goal that gives the student some leeway in how they approach it while still requiring the use of the target language to complete the activities. In other words, the tasks assist the students in concentrating on reaching the objective where language serves as a tool and is required for utilization.

The second benefit is that they boost student engagement, which is one of the reasons why the TBLT approach was chosen (Carless, 2002). Tasks in this situation provide the students the freedom to explore freely, independently, and creatively with the foreign language. Similar to this, Sahu (2004) said that textbooks ought to have a range of tasks that allow students the chance to put their language skills to use. To put it another way, they should allow the students to make use of their abilities, especially their language abilities, at their existing proficiency levels in order to aid in the development of their language through conversation in the target language.

Tasks also involve using real-world scenarios to put learners in realistic texts for communicative language use and their motivational value. For instance, completing a writing communication tasks entails producing a finished product that can be appreciated by others, which in turn motivates the students to use it. Wills (2007) stated that the best way to teach language is to include students in actual language use in the classroom by creating projects, conversations, challenges, games, and other activities that compel them to use the language on their own.

Additionally, Tomlinson (1998) makes an effort to link activities with students' confidence. He makes the case that students gain confidence through a variety of activities that aim to push them just a little bit beyond their current skill by giving them challenging but doable

tasks. In conclusion, this indicates that the most effective resources are those that offer a variety of exercises for the various language skills based on a complete assessment of learners' needs, including their language challenges, learning objectives, learning styles, etc.

According to Byrne (1979), when we speak or write, we utilize pictorial symbols, letters, or groups of letters that correspond to the sounds we produce. However, it is not advisable to use visual aids for their own sake. To effectively communicate our ideas, we must appropriately arrange the symbols we employ to create words and eventually sentences.

The most challenging macro skill for all language users, regardless of whether the language in issue is a first, second, or foreign language, has apparently been identified as learning to write efficiently and expressively. All children learn to understand and speak their native language, with the exception of those who have physical limitations. Fewer of these people learn how to write. Literacy rates are far lower. White (1980:2) also offers the following succinct explanation of the purpose and makeup of writing

Writing comes naturally to everyone. Every physically and psychologically healthy person picks up a language. However, writing must be taught to everyone. This is a key distinction between spoken language and written language. Other significant variations exist as well. Unlike speaking, writing is out of chronological order. In fact, as writing allows for the conveyance of a message from one place to another, this must have been one of the original motivations for its development. A written message can be read, saved, and consulted whenever necessary. It is lasting in contrast to spoken language, even spoken language that is captured on tape or disk, which is fleeting and "here one minute and gone the next.

According to Bell and Burnaby (1984), writing is a fairly complex cognitive process that necessitates the writer to demonstrate simultaneous control over a variety of variables. Subject-verb agreement, sentence structure, vocabulary, punctuation, spelling, and sentence-level letter formation are a few of these. Beyond the sentence, the capacity for information organization and logical integration expands.

a. The Task must include a Pre-task, a While-task, and a Post-task

The researchers assert that the presence of a pre-task, a while-task, and a post-task in an activity is another essential element for task performance success. Methodologists generally concur that a task must have an introduction, the activity itself, and a follow-up, albeit using various languages. According to Harmer (1991), for the learners to be able to complete the tasks satisfactorily, the activity's arrangement and the teacher's directions are of utmost importance. According to him, an action can be broken down into the following sections: a lead-in, where the teacher introduces the subject; instruct where s/he explains in detail how to do the activity and gives an example; initiate, where the students carry out the tasks; and finally, organize feedback. As was previously indicated, supporters of task-based learning concur with this viewpoint. They contend that a task must be viewed as a part of a bigger framework in order to encourage ongoing learning and improvement. Three phases make up this framework: pre-task, task cycle, and linguistic emphasis. The first two stages satisfy the prerequisites for language learning, whereas the last step is preferred.

b. The Texts in Tasks Should be Authentic

The use of actual texts is another feature of communicative tasks. Authentic texts are ones that have been created during genuine contact and are not specifically created for language teaching reasons, according to Nunan (1999). Students can practice listening to and reading real language from a range of sources by using authentic literature. Texts, videotapes, audio recordings, mini-lectures, broadcasts on TV and radio, conversations, interviews, announcements, field trips, community resources, student knowledge, online resources, and visual aids (posters, maps, bulletin boards, etc.) are a few examples of authentic materials. These are typically chosen from materials created for native speakers of the language. The students' practice with these tools will prepare them to handle authentic conversation outside of the classroom successfully (Nunan 1999; Stryker and Leaver 1997). Working with real texts has even another benefit, according to Willis (1996). If some children are not developmentally prepared to internalize the target feature, they can still benefit from other linguistic characteristics present in the texts, such as vocabulary and expression. They contain language qualities separate from those we would be focusing on in the specific lesson. Individual students will likely learn various linguistic facets as a result. The majority of students should be able to

profit from authentic materials regardless of their proficiency level because teachers will frequently be working with texts that are beyond the students' current level of competency. Also, teachers should choose themes that are well-known and for which students already have language, content, and background knowledge.

c. The Task should preferably be fair for Pair or Group Work

Methodologists have advocated group work in FL/SL classes for some time. They contend that improvements in FL/SL acquisition are a result of carefully planned interactions between students. This notion has been backed up by pedagogical evidence, including the following: group work improves the quantity and quality of student conversation, individualizes instruction, fosters the learning of foreign languages, fosters a good affective climate in the classroom, and boosts student motivation (Nunan, 1989).

If language is seen as an interactive instrument, then it should be taught interactively. Learning occurs when students take initiative, and group projects give them the chance to do just that. Also, after students and teachers become used to it, it becomes more stimulating. In addition, the teacher is freer to listen to more students at once and provide more individualized assistance because they are not under constant control. Group projects, on the other hand, are a method to respect students and motivate them to work independently. They may support one another, which promotes maturity and reduces their need on us.

Ur (1996) highlights further advantages of group work: it encourages learner responsibility and independence and leads to a feeling of cooperation and friendliness in the class. However, she continues, these potential benefits are not always realized because teachers are concerned that they will lose control of the class, that there will be excessive noise that the students will overuse their native language, perform the tasks poorly, or not at all; all of these concerns are well-founded. Yet, if we employ Cooperative Learning (CL) strategies, we may be able to resolve some of these issues. To ensure that group work assignments are very successful, teachers should become familiar with the guiding principles of CL and adhere to their suggestions.

d. The Tasks must have a Purpose that goes Beyond a Classroom Exercise

Another crucial aspect, which is connected to the previous one, is that the activity must serve a purpose other than just an exercise for the classroom. According to Harmer (1991), for a

task to be really communicative and encourage language use, the students must want to communicate, have a reason for doing so, and make this reason the most crucial aspect of their communication. As a result, the students' focus should be on the spoken or written content rather than the linguistic style being utilized.

This viewpoint is also supported by (Willis, 1996). According to her, students need opportunities to express their thoughts and feelings and to explain what they want to say. She continues by saying that practice exercises that are not meaning-focused exercises with the goal of practicing particular forms and functions have been found to be ineffective at fostering learning.

Since students in EFL contexts may not have enough or any exposure to the target language or opportunities to use it in genuine communication outside of the classroom, targeted instruction that is, focusing on language form is crucial for assisting students in making rapid and sustained progress. Tasks that are intended to increase students' knowledge of language form, bring their attention to specific language aspects, and stimulate thought are advised by (Willis, 1996). Long-term gains from these tasks are probably greater than those from form-centered activities intended to automate the manufacturing of a particular item. In order to draw attention to particular linguistic features that appear spontaneously in the students' reading and listening materials, instructors can create consciousness-raising activities. They may be able to enquire about more features through these exercises. Nonetheless, the linguistic component(s) to be taught must be dependent on the requirements of the students. Following the completion of the activities, teachers must decide whether grammatical and other language components should be taught or reinforced in light of the prior tasks.

e. The Task must Elicit Real Communication

The task must encourage genuine communication and authentic dialogue in English as a fourth feature. This implies that there must be a feedback-based informational exchange. Writing and speaking seems logically the most significant of all the language abilities (listening, speaking, reading, and writing) since persons who know a language are considered to as speakers of that language, according to (Ur, 1996). She continues by saying that an essential part of a language course should therefore include classroom exercises that help students improve their writing communication skills. Ur (1996) asserts that in order for writing tasks to be effective,

there needs to be a lot of learner discussion, even participation, high motivation, and an acceptable degree of language use. She notes that the tasks are challenging to administrate and create. Teachers may experience issues with hesitation, silence, poor or uneven engagement, and mother tongue usage. Some of these issues can be resolved by having students work in groups, designing the activity with simple language, carefully selecting the topic task to pique interest, providing guidance or practice in effective discussion techniques, and maintaining the use of the target language by the students. A good topic is one to which students may relate and converse while drawing on their own knowledge and experience. Teachers prefer task-centered activities to topic-centered conversations in general because there is more conversation, more evenly distributed involvement, and more motivation and enjoyment. But, because they are more engaging and allow for in-depth analysis, some students prefer topic-focused conversations like debates. Both ought to be a part of a well-rounded program.

When selecting how to approach the teaching and learning of English, according to Harmer (1991), we can categorize classroom activities into two main groups: those that provide students with language input and those that motivate them to generate language output. The input alone is insufficient. We must give the kids the chance to use their knowledge and develop language they can choose from the input they have already received. Students can practice language use in a classroom setting with the help of output exercises, and they can get feedback from teachers, peers, and even themselves.

However, at the very least the reading and writing skills should be combined. Harmer (1991), as well as Jan Bell and Roger Gower, who were mentioned by Tomlinson (1998), claims that language is a composite skills where everything is interdependent. In actuality a skill cannot be used without the other. The same event or subject can frequently result in the application of a variety of skills. To reflect this, teaching materials should make an effort. For instance, the book should serve as a springboard for learners to exercise other skills when they are practicing reading. At the very least, we communicate via speaking, listening, reading, and writing together.

f. The Task has to be Meaningful to the Students

The fact that the tasks must have meaning for the students is another crucial aspect. The language that is meaningful to the learner promotes the learning process, according to the meaningfulness principle, which is a key component of communicative language teaching. So,

learning tasks should be chosen based on how well they encourage the learner to use language in meaningful and authentic ways as opposed to ones that only encourage the mechanical repetition of language patterns (Johnson 1982, Littlewood 1982, in Richards & Rodgers, 2001). In a meaningful work, students are required to share information with one another in small groups and/or with the teacher, according to (Halliday, 1975). There are two advantages to this sort of student cooperation. First, the entire class actively participates in a task at once, and thereafter, students can compare their findings. Second, the important activity is practiced in class in preparation for usage in genuine conversation outside of the classroom.

g. The Task has to be Motivating

The majority of academics concur that motivation is the key element influencing language acquisition success. And also, motivation is a type of internal drive that drives someone to pursue a course of action, according to (Harmer 1991). We are highly driven to take whatever required steps to achieve a goal if we perceive one (i.e., something we want to do) and if that goal is sufficiently alluring. This indicates that regardless of the techniques utilized or the environment in which they learn, students who are highly motivated will achieve.

According to Ur (1996), motivation is a challenging concept to describe on its own. Think of the motivated student when solving problems; it is simpler and more effective. One who is eager or even willing to put out effort in learning activities? Making the tasks and classes interesting is one of the most crucial strategies to encourage students, she continues. This necessitates thoughtful topic selection, task organization, and most importantly, the teacher's capacity to convey her own motivation to the students.

Motivation is one of the crucial requirements for successful language learning, according to (Willis, 1996). According to her, maintaining motivation is mostly dependent on achievement and happiness. She claims that motivation is the key to success in language learning. Students are more likely to continue participating in class and using the language outside of the classroom if they achieve positive results. Some students have long-term goals for themselves, such as to travel, study abroad, or earn a better job. Nonetheless, other students attend our sessions because they have to for school, or because their parents or employers want them to improve their English. They can be temporarily motivated by a thoughtful selection of topics and tasks. As many students only interact with English during class, it's crucial to encourage them to acquire

the language through reading, chatting with online pals, playing computer games, and listening to tunes. According to Atkins, Hailom & Nuru (1995), students are more likely to engage fully in an activity if they feel that it will be fun and relevant to what they need to learn. Some researchers contend that students are more inclined to actively participate when they have a strong sense of purpose for writing.

2.8 Communicative Language Teaching Theories

The grammatical method, which assumes that language consists of a finite set of rules and that these rules can be acquired one by one in an additive manner, differs from communicative language education ideas (Nunan 1988). The main goal of language instruction in a grammatical syllabus is to assist students in amassing the components until the entire linguistic framework has been constructed. In CLT, learning a language is focused more on learning to communicate than it is on learning a set of rules. The accomplishment of communicative competence is the agreed-upon endpoint of CLT, although different methodologies and approaches result in a wide range of syllabus designs and teaching techniques. Functional definitions of language were considered an alternative unit that might be utilized to develop communicative syllabus for language teaching in the early iteration of CLT (Wilkins 1972; Canale and Swain 1980). Wilkins (1972) distinguished between two categories of meanings in an effort to illustrate the meaning system that underlies the communicative uses of language: notional categories, such as time and location, etc., and functional categories, such as requests and denials, etc. The terms "functional" and "notional" approach was used interchangeably with the term "communicative approach" in this previous version, and those functions and concepts served as the fundamental building blocks for the syllabus's organization. The notional-functional approach, on the other hand, sees language as being composed of distinct units of functions and conceptions. According to critics Nunan (1988); Long and Crookes (1992), inventories of functions and conceptions do not always reflect the reality of language learning, just as completing the inventory of grammatical points and lexical items does not always reflect the reality of language learning.

2.9 Task-based Language Teaching

One subset of CLT is task-based language teaching. It is a kind of teaching where accomplishing important tasks requires the usage of the authentic target language. The major

goal of learning in TBLT is to get students to use the language in real-world situations while completing a variety of tasks and engaging with other students (Candlin, 1987). Since task-based learning is more learner-centered than other methods, it is beneficial for language learners. The students are free to use any form they choose during the pre-task phase, allowing them to employ all the language forms and structures they are familiar with rather than just the one fixed form provided by the teacher or the textbook.

Learners may be motivated, stimulated, empowered, and challenged by TBLT. TBLT helps students learn new linguistic information and organize their existing knowledge, according to (Ellis, 2003). There is a requirement for engagement and thorough input to improve language learning since task-based instruction helps students have a clear aim for genuine communication. Students are also urged to be involved as they become more accustomed to the chores, which may inspire them, even more, to continue studying the language (Willis, 2007). Learners concentrate on meaning rather than language forms in TBLT. This is because rather than engaging in form-based discrete language drills, students complete a series of communicative tasks (Nunan, 2004). Additionally, students must articulate their own opinions on the subject at hand, either orally or in writing. They can also work on whatever they like. Teachers can help their students convey their thoughts by helping them analyze the meaning that comes through communicative tasks and activities.

2.10 Communicative Tasks

In their written works, various educators and scholars have attempted to define the idea of communicative tasks. "A communicative task is a task that requires students to comprehend, manipulate, produce, or engage in the target language while their attention is primarily on meaning rather than form", according to Nunan (1989:11). The task should feel finished and be capable of standing alone as a communication act in and of itself. The communicative task is described as "a form of activity that includes learners in diverse actions or circumstances where it is essential to negotiate to mean and make choices in what, when, and how to learn" in various curricula.

Prabhu (1987:24) offers a similar definition, referring to it as "an activity that requires learners to arrive at an outcome from supplied knowledge by some process of thought and that lets teachers to supervise and govern that process." According to Jane Willis (1996:34), "a

communicative task is also an activity with a specific goal that is goal-oriented.” A communicative task requires getting a result and creating something that other people can value. Examples include listing the elements, traits, or steps that must be followed in a specific circumstance; comparing two images or texts to find differences; resolving a dispute; or producing a brochure. In a similar vein, it is defined as "an activity or aim that is performed out utilizing words, such as solving a problem, reading and giving directions from a map, composing a letter, etc." (Richards and Rogers, 2001)

Each of the definitions listed above has something in common. They all imply that communicative tasks entail communicative language use, in which users pay more attention to meaning than to linguistic structure. A communicative task has a clear goal that has to be accomplished. This indicates that they have goals in mind. To successfully execute the assignment, the emphasis is on comprehending and communicating meanings. Learners use language in meaningful ways when completing communicative tasks.

2.11 Components of communicative task

The conception, implementation, and evaluation of the curriculum have all benefited greatly from the communicative task (Nunan, 1989). This study's main topic, task evaluation, includes an essential task: identifying the characteristics of a communicative task. This is done so that the various components of communication tasks can be the focus of the criteria that different writers have developed.

Various authors offer varying opinions on what should be included in a communicative task. Tasks, according to Candlin (1987), should include input, roles, settings, actions, monitoring, consequences, and feedback. The data that is given to students to work with is referred to as input, according to the same author. The relationship between task participants is defined by their roles. The setting describes the arrangements made for the job in the classroom and outside of it. The procedures and smaller activities that must be completed by the students are called actions. Monitoring is the act of supervising a task as it is being completed. The task's objectives are its outcomes, and the task's evaluation is referred to as feedback.

According to Shavelson and Stern, who was quoted by Nunan (1989), task design should take into account the following factors: The content (the material to be taught), Materials (items that students can view or operate), Activities (things that students and teachers will do

throughout the class), Goals (the teacher's overarching task objectives), Students (considering students' abilities, needs, and interests), Social community: (the group identity of the entire class).

Wright, referenced in Nunan (1989), contends that tasks must have a minimum of two components. These are initiating question that tells students what to do with the data and input data that are supplied by materials, teachers, or students. Wright, however, disagrees with the idea that aims or results are required, arguing that with some tasks, a number of outcomes may be attainable that are different from those that the teachers had in mind.

Nunan (1989), on the other hand, agreed with Wright that task results are unexpected. Combining all the elements mentioned by the other authors above, he then identified the components of a communicative task. Goals (objectives), input, activities, teacher and student roles, and setting are some of these.

The communicative task's components, as identified by Nunan (1989), were highlighted in this study. This is due to the researcher's conviction that Nunan's framework of task components encompasses all additional components that the aforementioned authors have proposed. Therefore, the writing tasks in the grade 12 textbook were evaluated using these elements of a communicative task. The following is a discussion of each of these elements.

2.11.1 Goals

The creation of goals (objectives) is the fundamental element of the teaching and learning process. Identifying learning goals is a crucial step in the development of language education, according to (Nunan 1988). They serve as the entranceway into a person's future. According to Graves (2000), goals are a way to express the primary reasons and expected outcomes of your course. The objectives of a language-learning activity may also be based on a nation's specific demands. The MOE referenced in Tariku (2013) states that teaching and learning English for academic purposes is a national necessity in Ethiopia as well That is, students must master the English language in order to master other academic disciplines. Setting appropriate goals is a crucial step. Since these objectives are broad in nature, they must be described. Goals, according to Graves (2000), are broad statements that are not ambiguous but rather obvious and show the desired outcome. These objectives are meant to explain what will be accomplished once a program is finished.

The objectives of a language-learning activity may also be based on a nation's specific demands. The national requirement for the teaching and learning of the English language is English for academic purposes in Ethiopia as well (MOE, 2008). Students must master the English language in order to successfully learn other academic disciplines. It is clear that English is used as a medium of instruction, particularly in high schools and colleges. Students must therefore improve their language abilities in order to successfully handle other disciplines offered by their various institutions or schools. The purpose of a writing task for the writing course, which is the subject of this study, depends on the concern with the development of a certain *basic functional language skill* or *formal writing skill*. Writing grocery lists, completing postcards, writing notes to one's teacher, and other similar tasks are examples of basic functional writing skills. Writing essays and reports, creating business letters, and taking notes in lectures and books are all examples of formal writing skills (Byrne, 1991).

Objectives describe how the aims will be accomplished. Since goals are general, they must be divided into objectives. According to Graves (2000), aims are declarations that specify how goals will be attained. A goal is divided into teachable and learnable components through objectives (Graves, 2000). Students can be said to be capable of achieving a goal similarly if they accomplish the objectives of a goal. The goal will be accomplished by completing the objectives. Manger, mentioned in Graves (2000), says that objectives should have three parts: *performance*, *condition*, and *criterion*. The same author asserts that *performance* describes what the learner will be able to achieve, *conditions* indicate the situations in which they are able to do something, and *criterion* describes the level of their ability. Additionally, the objectives of each writing tasks in the grade 12 textbook and syllabus were listed and evaluated in this study as well. All of the writing task objectives were determined during the evaluation, and their comprehensiveness was assessed using their four constituent parts (performance, conditions, measure, and criterion). In other words, it was investigated to see how many of the objectives contained all four of these elements. Since grade twelve students are the ones who will accomplish the objectives, even though it is not stated in the textbook, the fifth component (topic) was omitted from the evaluation. Subject and performance are two additional components added by Graves (2000). The *subject* refers to the group of people who will be able to do the activity, and *measure* explains how the performance will be evaluated.

In addition, Clark (1987) and Nunan (1989) note that since communicative results are our main concern, it is pointless to put the following components in the category of aims.

- 1) Listening to, reading, enjoying, and responding to creative and imaginative uses of the target language (e.g. stories, poems, songs, rhymes, drama) and, for certain learners, creating them themselves.
- 2) Establishing and maintaining interpersonal relationships, and through this exchange information, ideas, opinions, attitudes, and feelings, and to get things done.
- 3) Acquiring information from more or less public sources in the target language (e.g books, magazines, newspapers, brochures, documents, signs, notices, films, television, slides, tape, radio, public announcements, lectures, or written reports, etc.) and using this information in some way.

The researcher examined the aims in light of their constituent parts when evaluating the goals of English textbooks for grade twelve. According to Graves (2000), objectives should specify what you want your pupils to accomplish and provide instructions on how to do so.

2.11.1.1 The rationale for the use of tasks in language teaching and learning

As was indicated in the part before, tasks in the classroom are typically categorized based on either "pedagogic" or "real-world" (target task) viewpoints. Real-world (target) tasks will lead to communicative behaviors that we accomplish in the outside world through language. On the other hand, educational tasks are ones that are completed in a classroom. It is possible to further categorize pedagogical tasks into those with a rehearsal reason and those with a pedagogical justification (Nunan, 2004). The following defines and uses examples of these various elements.

a) Real-world or target task: a communication goal outside of the classroom that we attain using language.

b) Pedagogical task: a school task that requires students to grasp, manipulate, produce, or engage in the language with a primary focus on meaning rather than forms. They can be categorized as either rehearsal tasks or activation activities and have a non-linguistic output (Nunan, 2004).

c) Educational tasks Rehearsal: (based on the logic for rehearsal) a classroom activity in which students practice a communication act they will perform outside of class. These tasks require students to approximate in class the kinds of actions expected of them outside of the classroom

(Nunan, 1989 & Ellis, 2003). Regarding the setting of classrooms, Krashen (1989:121) argued that neither the classroom nor the activities carried out there can ever be comparable to "real life," but he nonetheless believes that "classes should attempt to stimulate "real life," and that doing so will be the best use of the limited, admittedly insufficient resources classes do have."

d) **Educational duties:** According to pedagogical theory, activation is a classroom activity that involves communicative contact but does not require students to practice any outside-of-class communication. Instead, they are intended to start the acquisition procedure. These tasks are included in communicative task designs with the assumption that they will stimulate language learners' cognitive processes or mental computations, as noted by Skehan cited in (Meseret, 2012).

Additionally, pedagogical tasks, according to Nunan (2004), assist students in gaining self-assurance, assessing their own development, and developing autonomy. Contrary to real-world tasks, pedagogic tasks cannot be defended on the basis that they allow students to practice real-world behavior. However, these exercises are thought to promote innate learning mechanisms (Nunan, 1989).

In order to select, develop, implement, and evaluate tasks effectively, it is crucial to comprehend these two critical job rationales. For the learners, both work kinds are significant in various ways. Additionally, the choice of both tasks to be included in textbooks differs because of their distinct types (real world and pedagogic), justifications (rehearsal & research-based), and references (one is based on needs analysis and the other on research) (Nunan, 1989).

2.11.2 Input

Before engaging in communicative activities, learners must have enough input resources after setting goals. Another crucial component of communicative tasks is input. The language that children hear or read is often referred to as input. The language that is spoken to a foreign language learner, whether by a native speaker or by another foreign language student, is referred to as considered input, according to Ellis (1999).

Regarding the sources of information for communicative tasks, various authors have recognized a wide variety of sources. According to theories of second language acquisition, students must be exposed to a significant amount of language input in both natural and artificial instructional contexts in order to learn a modern language (Krashen1989). Accordingly, Hover,

referenced in Nunan (1989), provides a lengthy list illustrative of the various written sources that are all around us. For instance: Letters (formal/ informal), Newspaper extracts, Picture stories, Business cards, Memo- notes, Shopping lists postcards, etc.

In brief, input data that task participants are expected to comprehend and use during the language learning process should represent the needs and interests of the learners, so encouraging the use of the target language in a positive way (Ellis 1999; Mishan 2005). A language learning activity may accept verbal or nonverbal input. Written or spoken texts that are offered as input for a language activity are referred to as verbal materials. To put it another way, students might be obliged to hear a lecture (verbal input) and then write a report about it. Contrarily, non-verbal materials consist of images, photographs, diagrams, charts, maps, etc. Students may be given the task of reporting on data that is presented in a table and analyzing it (non-verbal input).

In addition, after talking about the types of input, one of the questions that can be made is about authenticity. Any input for a language task, whether verbal or nonverbal, can be genuine or not. Here, "authentic" refers to any content that wasn't created with the intention of being taught as a language (Krashen, 1989). Mishan (2005) emphasizes the significance of using authentic or real-world materials as input, particularly in communicative tasks when students are asked to practice real-world activities in the classroom.

Furthermore, according to Cunningsworth and Tomlinson (2012) cited in Abebaw (2012), textbooks can foster independence and self-reliance by using real-world examples, setting up realistic scenarios, and enticing students to take part in activities. Additionally, these inputs help students improve their communication techniques and talents. The same authors provided the following justifications as to why it is crucial to include real inputs (world materials) in language exercises.

- It provides students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, the physical setting in which it occurs) and more easily arrive at meaning from the printed word.
- The language is natural. The language is not simplified or altered for teaching purposes
- It offers students the chance to deal with small amounts of print, which at the same time contain complete and meaningful messages.

According to Nunan (1989), depending on their type and the forms they take, inputs for tasks can be analyzed.

2.11.3 Activities

For students to complete any communication task, input serves as the foundation. Activities relate to what students do with the input they receive from communication tasks (Nunan, 1989). For instance, students may be assigned to read a genuine text and write a brief description of it as part of a specific writing task. Students read the material (input), engage in peer discussion, connect it to prior knowledge, and then proceed to the writing process itself. Nevertheless, based on the prevalent communicative strategy, different authors classify activities into several groups. According to Brumfit (1984), activities can be divided into three categories: practice for the actual world (authenticity)/pedagogic; skill acquisition/use; and fluency/accuracy.

i) Skill getting / Skill using: A second way to categorize activities is based on whether they are focused on skill gaining or skill using, according to Rivers and Temperley (1978) cited in Nunan (1989). These relate to the conventional division between transfer activities, in which learners are expected to use their newly acquired mastery of linguistic forms to the comprehension and production of communicative language, and controlled practice activities, in which learners manipulate phonological and grammatical forms (Nunan, 1989).

The introduction of new language forms and their purpose is the sole thing that gets attention during skill-building activities. Following that, students will be given examples that include the new forms so they may practice articulating the sound sequences and creating communication. The emphasis during skill-using activities is on interaction or genuine communication. Students must first read the message on the form, comprehend it, then share their understanding with their peers.

ii) Fluency and accuracy: There is a third method to break down learning activities: into those that emphasize accuracy development and those that emphasize fluency development. The ability of the student to communicate in real-time is referred to as fluency, according to Skehan (1998), referenced in (Meseret, 2012). On the other side, accuracy refers to a learner's capacity to utilize the target language in accordance with its norms. The distinction between accuracy and fluency, according to Brumfit, C. (1984), could be utilized as an additional dimension to examine and rank activities.

iii) Authentic/Pedagogic activity: According to Nunan (1989), classroom activities should be as similar to the "real world" as possible. In other words, the communication activities students engage in both inside and outside of the classroom must be similar (Also called authentic activities). Furthermore, the message, not the medium, is the emphasis of such initiatives. Conversely, pedagogical activities are built on the ability to communicate. They are intended to increase students' awareness of the language they are learning and to provide them with the skills necessary to communicate effectively in it. The language used to convey the message is the main focus of pedagogical activity. Though they may not always reflect real-world events, they are thought to encourage the acquisition process (Nunan, 2004).

Numerous types of research have focused on investigating the different sorts of interactive language-use activities that are most effective in classrooms or real-world settings. According to the types of knowledge or skills they focused on, different scholars proposed various activity typologies. Clark (1987) proposed seven activity types, Pattison (1987) also proposed several activity types that were different from his typologies, and Hyland (2003) divided activities into three main categories. The first one, called mechanics, focuses on handwriting, punctuation, and paragraphing while aiming to improve graphological abilities. The second category is language scaffolding tasks, which assist writing by helping students become familiar with and develop the linguistic and rhetorical abilities required to understand and participate in specific sorts of writing. The final category is composition, which includes tasks that improve and put genuine writing skills to use. For instance: composing texts with a specific audience in mind or for real, as well as composition heuristics including prewriting, planning, several drafts, editing, and polishing processes. Three general groupings based on three primary activity types were presented by Prabhu (1987).

The other typologies, however, are directly or indirectly related to Prabhu's three general typologies, thus the researcher chose to employ his activity typologies instead. They are the activities for the information gap, the reasoning gap, and the opinion gap.

a) Opinion-gap activity: It entails deciding on and expressing a unique preference, emotion, or attitude in response to a certain circumstance. Story completion is one example, and participating in social issue discussions is another. There is no objective method for proving results as correct or wrong, and there is no reason to anticipate the same conclusion from many people or

situations. The activity may involve using factual information and developing arguments to support one's opinion.

b) The Information gap activity: This type of activity entails the transmission of information from one person to another, from one place to another or from one person to another while generally requiring the decoding or encoding of information from or into a language. One instance is pair work when each person in the pair possesses a portion of the whole knowledge and tries to vocally communicate it to the other.

c) Reasoning-gap activity: It entails extrapolating new knowledge from the available data through techniques like inference, devotion, practical reasoning, or the perception of links or patterns. Creating a teacher's schedule based on the timetables for the classes that are provided is one example. Another is choosing the optimum course of action given the limits at hand and the specified purpose. The task inevitably entails understanding and communicating knowledge that is different from what was previously understood.

On the other hand, Meron (2015) quoted Atkins, Hailom, and Nuru (1996) who described a variety of writing exercises that support the development of writing skills. Which are:

- ❖ Completing a letter
- ❖ Offering advice
- ❖ Writing a procedure
- ❖ Listening to dictation and making notes
- ❖ Writing a set of school rules
- ❖ Recording sentences to tell a story
- ❖ Completing a text
- ❖ Expanding notes into a letter
- ❖ Recording words to make sentences
- ❖ Writing a parallel text about yourself and your family
- ❖ Writing parallel letter
- ❖ Joining sentences together with conjunctions
- ❖ Joining sentences together to make a story.
- ❖ Completing a dialogue
- ❖ Writing a parallel paragraph

2.11.4 Roles

New roles for teachers and students are introduced with the introduction of communicative language teaching (CLT) in language teaching and learning. "Role" refers to the part that teachers and students are required to play in carrying out learning activities as well as the interpersonal and social connections that participants have with one another (Nunan 2004:64). According to Wright, who is cited by Hyland (2003:119), the ranges of tasks in contemporary writing classes generate more roles and responsibilities for both students and teachers as opposed to prior teacher-fronted chalk and talk approaches. This suggests that *teachers* and *learners* both play a role in a task that they are completing in a communicative class, sharing duties with one another.

2.11.4.1 Learner's roles

Instead of passively taking in what their teacher presents, students in CLT classrooms actively participate in activities. According to Nunan (1989), students must take on active and negotiable responsibilities in communicative language teaching classrooms. They are therefore expected to give a lot while receiving little. Additionally, kids must choose their own learning strategies, monitor and assess their development, and take greater ownership of their learning.

In a similar spirit, Hyland (2003:119) emphasizes that in CLT classes, students are no longer only doing their best to respond to writing prompts as passive recipients of teacher-provided stimuli. These days, they are frequently expected to play a more active role in their education by communicating with others, questioning sources, and taking the initiative to assume more responsibility for learning. Numerous tasks call for students to assume control over the language they use, usually by gathering information for writing, negotiating with teachers and peers about how to complete tasks, and interpreting the purpose of tasks. Additionally, Richards and Rogers (2001) noted the following as some of the main functions of learners:

i) Monitor: In communicative classes, students actively participate in tracking and assessing their own learning and advancement. Activities in the classroom must be planned to support learning so that students have the chance to observe how language is utilized in communication. Students must also pay attention to how these communications are often packaged as well as the message contained in the activity.

ii) Risk Taker: Students in communicative classes bear a heavy burden of responsibility for their own education. Additionally, they might be asked to practice restating, paraphrasing, and other similar tasks on their own or in groups using the language they already know.

iii) Group participant: Instead of working individually or in large groups, communicative language students may be required to complete activities in pairs or small groups. They are required to actively participate in the exchange of ideas and information in these situations.

2.11.4.2 Teacher's roles

According to Richards & Rogers (1986), learner roles and the responsibilities and positions of the teachers are intertwined. They note that although some teaching methodologies completely rely on the teacher, others see the teacher more as a catalyst, adviser, or guide. For instance, a teacher's conventional job in a writing class is to establish goals, provide appropriate models, and offer corrective comments. With the forms of the target language, the learner's function is largely passive.

The roles of teachers in communicative language teaching, on the other hand, correspond to teacher function, level of control over learning tasks, level of content responsibility, and patterns of interaction between teachers and learners (Richards & Rogers, 2001). Additionally, the teacher serves as a facilitator to improve participant communication and learner idea expression. In order to understand and identify the student's issues, the teacher can also act as an observer and put himself in the student's shoes.

2.11.5 Setting

The setting could be thought of as the actual location of learning. Nunan (2004) states that the location of the job may be a self-access center, a multi-media language center, a community class, a workplace, or a traditional classroom in a school or language center. In addition, he added, the world outside of the classroom is becoming a more popular place to learn due to the development of technology. In environments where foreign language training has traditionally been confined to the classroom, technology is facilitating progress.

For the relationship between task participants, roles, and each set, "setting" also refers to the particular setting in which each task is carried out. For general pedagogical reasons, Anderson & Lynch (1988) promote the superior efficacy of group work versus that of individual

work (e.g. increasing cooperation and cohesiveness among learners). On the other hand, according to Li & Anderson (1993), advanced learners chose individual work over group or whole class work because they thought group activities would not help them improve their academic performance. As was already established, the research on classroom settings yields a variety of results. As a result, it recommends that classroom arrangements be flexible rather than rigid, enabling task participants to utilize various settings in a variety of learning scenarios.

Nowadays, Web-based training provides learning opportunities through satellite and cable television, the Internet, and an ever-more mobile workforce. What we understand by the concept of "classroom" is being forced to be rethought as a result of this. These developments put our self-concept as foreign language teachers to the test since we are now more than ever required to reinterpret our roles as educators because we must act as a bridge between the natural world and the classroom.

The following three advantages are specific to tasks that draw on the community as a resource, according to Strevens (1987), as referenced by Nunan (2004):

- i) Learners can adopt communicative roles which bypass the teacher as an intermediary
- ii) They can change the in-class role relationships between teachers and students.
- iii) They provide learners with opportunities for genuine interactions which have a real-life point to them.

He claims that although it is widely believed that in order for students to advance, they must use their language skills outside of the classroom, surprisingly little attention has been given to students' perspectives on the opportunities they have for learning or practicing a language outside of the classroom.

2.12 Integration of writing Tasks with other skills Activities and Exercises

Integrative language teaching encourages students to grow in their capacity to use two or more abilities in authentic situations and within a communicative framework. Students can improve their cognitive and communicative proficiency in a language by receiving integrated language learning. As evidence for this argument, Atkins et al. (1996:226) said that

.....The learners are not only sharpening their communicative skills but also deepening their understanding of the course they learn. In other words by

learning to integrate the skills, the students not only develop their ability to express themselves but also they develop their thinking power.

Learners rarely use just one skill during the language learning process in the classroom or in authentic communication circumstances outside of the classroom. When learning a language, students attempt to incorporate their existing skills Harmer (1991). Without another skill, one cannot perform the other. Language skills are always interwoven, whether they are used in or outside of the classroom. The same event or subject can frequently result in the application of a variety of skills. To reflect this, teaching materials should make an effort. For instance, the book should serve as a springboard for students to exercise other skills when they are practicing reading. At the very least, we communicate via speaking, listening, reading, and writing together.

Researchers like Nunan (1989) and McDonough and Show (1993) recommend a few efficient language courses that support the development of practiced language integration in a particular environment. These include knowledge gaps, role-playing, problem-solving projects, real-world tasks, language practice, and task continuity. In order to integrate productive and receptive skills, a given ELT resource should strive to include these tasks. The activities that students are given should naturally lead to the integration of skills, and the tasks in the textbook should then allow the student to employ the abilities effectively in a variety of combinations depending on the context.

There are several definitions of integrated tasks that have been put out by academics with regard to the renovation that was emphasized above. An integrated task, for instance, is a type of task in which test takers are required to create a specific text displaying appropriate and meaningful uses of and orientations to source evidence, conceptually by understanding, synthesizing, and presenting source ideas from the text, and textually by involving stylistic conventions for presenting, citing, and acknowledging (Harmer,1991). While doing so, reading-to-write tasks are viewed as instructional tasks that combine reading and writing for a variety of educational goals (Delaney, 2008). Plakans (2009), on the other hand, provided the conception through utilizing different skills. A writing task that involves other components, such as reading or listening skills, is referred to as an integrated writing task. Additionally, a very broad definition of a task needing more than one skill is provided in her earlier works, and this term is presented here (Yang & Plakans, 2012). According to the most detailed definition, an integrated

writing task is a type of task in which test-takers are given one or more source texts that are linguistically rich and asked to compose an essay that requires extracting opinions from the source texts, selecting and constructing ideas, synthesizing ideas from one or more source texts, transforming the language used in the input, managing opinions, and using stylistic conventions like connecting ideas and identifying sources. These characteristics unique to integrated writing tasks must be taken into account by the scoring system used to evaluate such an essay (Knoch & Sitajalabhorn, 2013). In conclusion, the definitions given above have proven that integrated tasks, especially writing tasks, have been clearly characterized in terms of skill combination and source utilization.

2.12.1 The Reading- Writing integration

Writing and reading skills are significantly associated with one another by their nature of occurrence, as Belanger (1987) and Stotsky (1983) referenced in (Dana & John, 2005) showed. Reid (1993:43) also pointed out that "good writers are often good readers," indicating that reading and writing are more or less occurring together in foreign language classrooms. Therefore, according to Dana and John (2005: 40), most of the writing courses are sometimes founded on the premise that "writing competence results somehow from exposure to reading, and that good readers make good writers." According to Reid's (1993) comment above, even individuals with strong writing abilities also have strong reading abilities. As a result, teachers must incorporate reading skills while teaching writing because writing and reading skills are intrinsically linked and intertwined. This may be done, for instance, by having one student read their draft of an essay while the second student listens and provides feedback by paraphrasing the original text. So that the goal skill can be improved easily, teachers should teach writing skills in conjunction with reading. (Atkins et al., 1996 and Celce Murcia, 1993).

2.12.2 The Speaking -Writing Integration

Greenia (1992) asserts that group and/or pair work exercises are the most effective way to integrate the teaching of speaking and writing skills. So, teachers can advise students to come up with their own ideas, write about them, and have group discussions about them. Once they have finished writing, you can have them have talks with their peers to practice their oral (speaking) skills. In addition, the teacher can organize the students to create their own texts (essays) based on the input given before having group or pair discussions on their works collaboratively, or vice

versa, in order to develop speaking and writing skills in integration. Also, these two skills are frequently used in settings like interviews, where the interviewer asks questions and makes notes as he listens to the interviewee's responses. It is therefore strongly advised that language teachers set up their students such that they take on the roles of both interviewer and interviewee. By doing this, learners can simultaneously improve their speaking and writing skills. Assigning two or more interlocutors, one of whom asks and the other of whom responds, allows teachers to conduct role plays in the classroom. The teacher must then direct the remaining students to record the responses of the two interlocutors (Kroll, 1990).

2.12.3 The Listening- Writing Integration

The majority of the time, this method of teaching writing skills is applied in classrooms in order to have students dictate some notes. According to Atkins et al. (1996), who backed up this assertion, an English teacher must help students learn and take effective notes while also giving them practice in listening to lectures. The students now read aloud from the teacher or a colleague and take notes in their notebooks. This method of writing instruction improves students' listening and writing skills simultaneously. According to Kroll (1990), this method is more frequently employed than others to teach guided composition writing skills. In addition, the teacher may direct the students to sit in groups and pairs so they can read their writings aloud and take turns being read. This time, one person reads aloud while the other listens, following up with either oral or written comments based on what was heard. These and many other activities and strategies created by teachers can be used to give learners the opportunity to practice listening while learning writing in the classroom.

2.13 Criteria's to identify a good writing task

The following elements or points should be included in the writing activities Ellis (1999).

a) Writing cannot be isolated as a skill

Other skills must obviously be integrated with writing. In the classroom, it frequently follows activities requiring other skills, like as moving from an oral grammar exercise to a written one. Furthermore, without the ability to read, learning to write is impossible at any level. As a writer, you must first read what you write and then take into account the reader who he is,

what he knows, and how he will interpret and respond to what you have written. Finally, the only way to better your writing is to read more.

b) Two aims of written exercises (activities)

One of two objectives is typically the focus of writing exercises. First, there are the activities that are designed to reinforce linguistic concepts (such structures, vocabulary, markers, etc.) that have just been taught. Writing is being utilized in this instance to support the development of other skills, including memory. The most popular exercises in this category, which concentrate on the grammar, or the structure of the language, are gap filling or single sentence transformation. Second, there are activities designed to teach students the art of written communication. This term must be understood because teachers frequently mistakenly instruct writing when they are merely reinforcing previously taught language patterns.

c) Any written task needs some purpose behind it

Any written tasks in a classroom need to have a purpose. With writing, this is particularly challenging because many students will never write in a foreign language outside of tests and the classroom. In actuality, few people write in any language other than professionals or students. Therefore, we must strive to design writing tasks that are as similar to real-world work as we can and foster the kinds of goals students could have for writing outside of the English classroom. These will come to an end with writing for oneself, such as not understanding one's own messages and letters, following instructions, filling out forms, writing brief essays for other subjects, etc. Therefore, when we assign writing tasks, we need to consider whether the type of writing is feasible for our students.

d) Writing tasks should encourage acquiring and learning language

While every finished piece of writing should be as accurate as possible, students should focus more on ideas during the writing process than on grammar. The content of what is written should always take precedence over the form, unless it is intended to reinforce and memorize a language framework. Therefore, writing tasks should stimulate students' thought processes.

e) Writing activities should make students work on cohesion, spelling, grammar, coherence, vocabulary, handwriting, paragraphing, etc.

Activities must be engaging and inspiring. They should have a clear context and, whenever feasible, realistic goals that allows students to express their own opinions or write about themselves, or, if not, at least allow them to produce a piece of writing that is meaningful. The language used should be evaluated in relation to the students' experiences. Finally, it's important to practice writing skills both at home and in class. In order for students to improve their writing skills, they must engage in both class-based writing activities and independent writing.

f) The task has to be motivating

The most crucial element influencing language learning success is motivation. Motivation is a type of internal drive that drives someone to pursue a course of action, according to Harmer (1991). We will feel strongly driven to take the required steps to achieve a goal if we regard it as something we want to do and if it is sufficiently alluring. In other words, if students are extremely motivated, they will succeed regardless of the study techniques or environment they are in.

It is easier and more useful, according to Ur (1996), to think of a motivated learner as someone who is willing or even eager to put effort into learning activities and programs. Motivation itself might be difficult to describe. Making the tasks and classes interesting is one of the most crucial strategies to encourage students, she continues. This calls for thoughtful topic and task selection and organization, and most importantly, the capacity of the teacher to convey his or her own motivation to the students. In addition, we might add that motivation is one of the requirements for successful language learning. In line with this, motivation is the secret to success and fulfillment in language acquisition. Students are more likely to continue participating in class and using the language outside of the classroom if they achieve positive results.

g) The task has to address the students' needs

According to Nunan (1999), courses should be created to meet the requirements and preferences of the students. A task must meet the needs of the students, be appropriate for achieving the objectives, and be designed to match the students' competency level while still being challenging and neither being too easy nor too hard. A need analysis must be done in order to determine the needs of a specific set of students. A combination of tools, techniques, and procedures known as a need analysis is used to identify the language learning process and

material for particular groups of learners. He distinguishes between two categories of needs: subjective needs, which are the wants, desires, expectations, or other psychological manifestations of a task, and objective needs, which are those that teachers can diagnose based on analysis of student data, language proficiency, and language use patterns. The latter is more challenging to identify and frequently cannot be expressed by anybody other than the students. When creating a course, both should be taken into account because they are significant.

h) The task has to be meaningful to the students

The fact that the tasks must have meaning for the kids is another crucial aspect. This idea is crucial to the teaching of communicative languages. The learning process is supported by the learner's meaningful language. Therefore, learning activities should be chosen based on how effectively they include the learner in meaningful and real language use as opposed to activities that only encourage the mechanical repetition of language patterns Rogers & Richards (2001).

i) The texts in tasks should be authentic

Authentic texts, according to Nunan (1999), are those that have been produced during genuine contact and are not specifically created for linguistic or educational goals. Students can practice listening to and reading real language from a range of sources by using authentic literature. Text, videotapes, mini lectures, TV and radio, field trips, community resources, student knowledge, online resources, and visual aids (posters, maps, bulletins, etc.) are a few examples of authentic materials. These are often chosen from those created for native speakers of the language.

Giving students practice with these tools will enable them to handle authentic communication outside of the classroom with success. If some children are not developmentally prepared to internalize the target feature, they can still benefit from other linguistic components present in the texts, such as vocabulary and expressions. They contain language features separate from those we would be focusing on in the specific lesson. Individual students will likely learn various linguistic facets as a result.

j) The task must have a purpose that goes beyond a classroom exercise

Students must want to communicate, have a reason for doing so, and make that reason the most essential aspect of their communication if a task is to be really communicative and

encourage language use (Harmer, 1991). Therefore, rather than focusing on the language form being utilized, the learner should pay close attention to the content, or what is being said or written. The writing tasks should also give students the chance to practice writing outside of class. They shouldn't, however, be created or prepared so that students solely use them to practice their grammar and vocabulary in class. If students are to improve their writing skills, they must engage in outside-of-class writing as well as well-designed in-class writing skill activities.

k) The task should include a pre task, a while task, and a post task

A task's implementation or completion involves three stages, according to Willis (1996): the pre-task, while-task, and post-task stages. The term "pre-task stage" refers to the phase in which students are getting ready to finish a task. During this phase, students may be exposed to the target language or given the language assistance they need to finish the work. The term "while task stage" describes the phases of learning where students engage in their primary learning activity, which may be speaking, writing, or processing the target language. The phase following the end of the primary activity is known as the post task stage. The task results are evaluated and feedback is given at this level.

2.14 Evaluating Tasks

A task was characterized by many authors including Candlin (1987), Wright (1987), Ellis (1997), and Nunan (1989) based on its basic pieces or components, and they each put forth distinct suggestions for what should be included in a communication task. The aim, the information, the activities derived from this input, the roles implied by the learners and the teacher, and finally the setting are the five components that Nunan (1989) identified as task components for a communicative activity. The same author claims that these communicative task components include all other task components that have been established by other authors.

Designing, examining, and evaluating communicative tasks all include identifying task components. The aim of this study, which is to evaluate writing tasks, is only on how these tasks can be evaluated through their constituent parts. In agreement with this, Ellis (1997) adds that designing a task is an essential step before evaluating a task of one of the abilities by a teacher or researcher as part of a micro-evaluation. Ellis (1997:38) identifies the evaluation criteria of writing tasks as follows:

Table-1 Steps to evaluate a task

No of Steps	Evaluation criteria of writing tasks
1 st step:	Choosing a task to evaluate
2 nd Step:	Describing the task
3 rd step:	Planning the evaluation
4 th Step:	Collecting the information for the evaluation
5 th Step:	Analyzing the information
6 th Step:	Reaching conclusions and making recommendations
7 th Step:	Writing the report

(Source: Ellis, 1997:38)

As was noted before, the evaluation of the writing tasks in the English textbook for grade 12 was the main emphasis of this study. Using the steps of evaluating a task established by Ellis (1997) and the elements of the communicative task identified by Ellis, the evaluation will be carried out (Nunan, 1989; Candlin, 1987; & Wright, 1987).

Step-1: Choosing a task to evaluate

According to Ellis (1997), a teacher or a researcher could choose a task to evaluate for various reasons. He or she might be curious to see how well a novel task works in his or her classroom and may want to give it a try. They could want to experiment with a task they have used in the past on other times by changing some of the task's elements. Tasks can often be evaluated on the efficacy of their design and execution.

Step- 2: Describing the task

A precise and detailed description of the work is a necessary precondition for the planning of a task evaluation, according to Ellis (1997) and Nunan (1989). A task can be explained in terms of its components, as was previously mentioned.

Step-3: Planning the evaluation

Planning an evaluation, according to Ellis (1997), entails developing responses to a variety of queries pertaining to the evaluation's goal.

Step-4: Collecting the information for the evaluation

In this section, we only gather various data regarding how to evaluate writing tasks.

Step-5: Analyzing the information

In this section, we only analyze the previously acquired data.

Step-6: Reaching conclusions and making recommendations

'Conclusions' and 'recommendations' should be distinguished, according to Ellis (1997). Conclusions are broad assertions that summarize what was learned about writing activities from the analysis that was done. The evaluator's suggestions for future activities are referred to as recommendations.

Step-7: Writing the report

The main purpose of writing an evaluation report is to share the findings and recommendations with others (Ellis, 1997).

In conclusion, good writing tasks should take into account the following factors:

- Provision of varieties of writing tasks
- The subjects and contents of the writing tasks in the textbook
- Provision of goals for the writing tasks
- Grading of the writing tasks
- The language used in the writing tasks of the textbook
- Providing learners opportunities to express themselves through writing
- Provision of model texts for various writing genres
- Integration of writing with other skills
- Clarity of instructions in the writing tasks

2.14.1 Checklist for Evaluating Tasks

The information in the task evaluation is communicated in an obvious manner. To evaluate something is to pass judgment on it. Checking the task's accuracy is what the evaluation

task, which is employed for second language learning, entails. Nunan (1989) identifies a set of inquiries that can serve as a roadmap for task appraisal. There are several ways to use the list of questions. Not all of the questions in the evaluation task may need to be answered. He recommended that the teacher record the lesson in which the task is introduced on audio or video tape and use this tape to aid the reflection as he/she evaluates the task at specific times (when, for example, the teacher is trying out a new task for the first time, or using a task that is familiar to the teacher but not to the students). The lists of checklists for the evaluation of tasks are in table-2 below.

Table-2 Checklist for evaluating Tasks

COMPONENTS AND LIST OF QUESTIONS
<p>iv) Goals & Rationale: Goals: Aims of doing something. Rationale: The logic behind something. Or you can say that it is the reason behind something or how you would explain something. In Goals & Rationale these questions will be like these:</p> <ul style="list-style-type: none"> ➤ To what extent is the goal of the task obvious to you and to your students? ➤ Is the task appropriate to the learners' proficiency (skill) level? ➤ To what extent does the task reflects the real world or pedagogical rationale? ➤ Is this appropriate? ➤ Does the task encourage learners to apply classroom learning to the real world? ➤ Is the task likely to be interesting and motivating to the students?
<p>i) Input:</p> <ul style="list-style-type: none"> ➤ What form or type does the input take? ➤ Is it authentic? ➤ If not, is it appropriate to the goals of the task?
<p>vi)Activities:</p> <ul style="list-style-type: none"> ➤ Are the activities appropriate to the goals of the task? ➤ If not, can they be modified to make them more appropriate? ➤ Is the task designed to stimulate students to use bottom-up or top-down processing skills? ➤ Is there information gap or problem which might prompt the negotiation of meaning? ➤ Are the activities appropriate to the input data? ➤ Are the activities designed in a way that will allow learners to communicate and cooperate in groups? ➤ Is there a learning strategies dimension, and is this made explicit to the learners? ➤ Is there a focus on the form aspect and, if so, how is this realized?
<p>ii) Role</p> <ul style="list-style-type: none"> ➤ What learner and teacher roles are inherent in the task? ➤ Are they appropriate?

<p>iii) Setting</p> <ul style="list-style-type: none"> ➤ What levels of complexity are there in the classroom organization implicit in the task? ➤ Is the setting confined to the classroom? ➤ Does the setting prompt group and pair work activities?
<p>viii) Integration:</p> <ul style="list-style-type: none"> ➤ What are the principles upon which tasks are sequenced? ➤ Do tasks exhibit the task continuity principle? ➤ Are the ranges of macro skills integrated into the sequence of tasks? ➤ If not, can you think of ways in which they might be integrated? ➤ At the level of the unit or lesson, are communicative tasks integrated with other activities and exercises designed to provide learners with mastery of the linguistic system?
<p>iii) Grading:</p> <ul style="list-style-type: none"> ➤ Is the task at the appropriate level of difficulty for the students? ➤ If not, is there any way in which the task might be modified in order to make it either easier or more challenging? ➤ Is the task structured so that it can be undertaken at different levels of difficulty?
<p>vii) Implementation:</p> <ul style="list-style-type: none"> ➤ Does the task actually engage the learners' interest? ➤ Do the procedures prompt genuine communicative interaction among students? ➤ Does anything unexpected occur as the task is being carried out? ➤ What type of language is usually stimulated by the task? ➤ Is this different from what might have been predicted?
<p>v) Assessment and Evaluation:</p> <ul style="list-style-type: none"> ➤ What means exist for the teacher to determine how successfully the learners have performed? ➤ Does the task have built into it some means whereby learners might judge how well they have performed? ➤ Is the task realistic in terms of the resources and teacher expertise it demands?

2.15 The Alignment of Textbook with Syllabus and Teacher's guide

Educators frequently refer to reforms that are meant to increase the coherence or efficiency of a curriculum, program, initiative, or educational system when using the phrase "alignment" in a variety of settings. According to Nunan (1989), the appropriate positioning of components in relation to one another is referred to as "alignment". In most cases, the term refers to the coherence of all the various components involved in educating students, such as assessments, standardized tests, textbooks, assignments, lessons, and instructional techniques. It also refers to how well and to what extent a school or teacher has matched the content that students are actually taught with the academic expectations described in learning standards.

The two most common ways that educators "align" curriculum are (1) to match the knowledge, skills, topics, and concepts that are taught to students with the lessons, units, assignments, readings, and materials used in the teaching process, and (2) to match different curricula within a school, such as the curriculum for a specific course, with other curricula in the school to improve overall coherence. For instance, in the second scenario, educators might align curriculum by ensuring that courses follow a coherent learning sequence both inside and across topic areas and grade levels, allowing new concepts to build upon previously taught concepts. Coherent curriculum is discussed in more depth there.

On how to discern between syllabus design and curriculum development, Nunan (1989) presented contrasting perspectives. The syllabus contains details on the teaching-learning resources, apparatus (equipment), and instruments (evaluation tools). A completed syllabus provides an overview of the full educational process. When deciding on a technique, the amount of time required making or learning a component or item is taken into account. It must specify the components, or learning materials, that must be provided or studied by a specific time, the best order in which they should be learned, the materials that can be learnt simultaneously, and the materials that are available from the stock. According to Nunan's (1989) definition of the syllabus as a declaration of content that serves as the foundation for creating various kinds of course plans, it is the responsibility of the syllabus designer to choose and evaluate this material. The technique is frequently examined through exams, testing, and stock checks, to name a few. According to Nunan (1988), the following are the primary concepts taught throughout the course:

- a) Not having a syllabus prevents teachers from comparing their students' work to one another's or allowing one's assumptions to be questioned. Therefore, it is a requirement for employment in a democratic profession or for participation in democratic education.
- b) A syllabus can only outline the content that will be taught; it cannot categorize what will be retained. Methodologically, it can provide possibilities for learning and/or acquisition, but these opportunities can't be specifically described because they will depend on the personalities of the students and the ongoing connections made as the class goes on.
- c) It will specify a sequence based on one or more of the following:
 - Sequencing constrained by administrative needs, and materials.

- Sequencing inherent to a theory of language learning or to the organization of a specific piece of material related to language acquisition

d) A syllabus is a description of the tasks for a given department in a school or institution. It may be divided into subsections that specify the tasks for a particular group or class.

e) A syllabus is only partially justifiable on theoretical grounds because it is a document created for administrative convenience. As a result, it will be negotiable and flexible, preserving the past's most insightful knowledge in order to lighten the load of the present.

f) In practice, it is commonly related to time units like terms, weeks, or courses that are associated with these. This relationship is not required and may even be harmful given that more time is spent on the teacher than the learner. Nevertheless, a syllabus must include a starting point, which should be linked to a realistic assessment of the level of beginning students, and ultimate goals, which may or may not be attained by the end of the course, depending on the abilities of the students and their advancement in a particular course.

It is necessary that the designed syllabus be used in the classroom. Nunan (1989) asserted that because teachers could design their own syllabuses, they tended to interpret and alter them as they were put into practice. The aforementioned sections of the literature review demonstrate how Nunan's communicative task component has been applied to evaluate communicative tasks found in textbooks. Teachers' guide and syllabus are also evaluated based on these criteria and compared with the results of the textbook review to determine how well they align. These should be studied in accordance with the tasks in the textbook. The teacher's guide was evaluated using its practical and hierarchical instructions, as well as the answer keys to the tasks, according to Cuning Worth (1995).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The primary goal of this study, which is to investigate or evaluate the writing tasks provided in the textbook for grade 12 students, is stated under the study's objectives. The writing tasks were evaluated in the study to see if they were structured or arranged in a way that might encourage writing skills. The researcher employed a descriptive research design that combines qualitative and quantitative methods in order to accomplish this goal. According to Kothari (2004), descriptive studies are those studies which are concerned with describing the characteristics of a particular individual, group of people, or things. This design was chosen because it enables the researcher to evaluate the writing tasks of grade 12 Textbook. Since it provided extensive information, a qualitative method was used. Focused group discussion (FGD) was examined qualitatively and a portion of the content analysis was examined qualitatively and quantitatively; the questionnaire and the remainder of the content analysis were examined quantitatively. The quantitative strategy was used since it provided factual data. As a result, it was important to classify the activities according to the elements of communicative tasks as well as their unique qualities when evaluating the writing tasks and then to describe them in terms of numbers and percentages for interpretation. Additionally, a few common writing activity examples were examined and presented.

3.2 Subjects of the Study

Teachers and students were the study's primary target demographics when the researcher was evaluating writing tasks. The first target class of grade twelve encompassed 300 students in 5 sections (12A-E) at Fitawrari Lake Adgeh Secondary and Preparatory School, but it was costly and time consuming to include the whole population (300); because of this, the researcher believed to apply Yemane's (1967) sampling size determination formula. Based on Yemane's formula, 50 students were selected by applying about 16.67% from the total population. Therefore, Yemane's formula, to select the sample size of the students, and random sampling (lottery method) was employed to select the sample of students from each section in such a way that the researcher wrote the names of all the students (300 students) and then insert to the box.

Then take out 16.67% of the total number (50) of grade twelve students from the box and these were the respondents of the study. By doing this, a total of 50 students were taken as a sample of the study from each section by using random sampling method to ensure that each student had an equal chance of success. The study's second target audience was all three English teachers at Fitawrari Lake Adgeh Secondary and Preparatory School. There are only three teachers, thus they were chosen using the available or census sampling technique.

3.3 Data Gathering Tool and Sources of Data

3.2.1 Sources of Data

The textbook for students in grades -12, the teacher's guide, and the syllabus served as the main sources of data for this study. The study's primary focus was on the writing tasks in the students' textbooks. The grade 12 textbook was chosen for the study because it was the one used by students taking the national exam and because it has a lot of exercises in the four skills that aid in language proficiency. The focus on grade 12 writing tasks was also justified by the fact that students in this grade were expected to possess strong writing skills because they will do a lot of writing in universities. This is because grade 12 is seen as a transitional year between preparatory school and higher education.

3.3.2 Tools of Data Collection

Since no single source of information can be relied upon to provide comprehensive viewpoints, as Patton (1990) argued, numerous sources of data are sought after and exploited, so three different types of devices were used in this study to collect data. These include questionnaires, focus group discussions, and content analyses.

Since content analysis is a research tool that was concentrated on the internal characteristics and actual substance of a text, it was the main tool employed in this study. It fulfilled a valuable function by providing data that was useful in assessing or illuminating social or educational processes. Additionally, it had several benefits, including the ability to support both qualitative and quantitative methods, the ability to interpret the text for a specific purpose, the ability to provide valuable data, the ability to be trustworthy when done well, and the ability to be regarded as a relatively "exact" research method (Berelson, 1952).

A focus group discussion (FGD), which was an effective technique to bring individuals together to explore a particular topic of interest, was the second main research tool. The researcher led the discussion by introducing the issues and assisting the group in participating in a vibrant and natural manner. Focus group discussions also shed light on the diversity of viewpoints and opinions held by a group and how they approach a topic so after the session was over, a thorough and insightful report was written. The report included any observations that were made throughout the session. Three male high school English teachers from the same school participated in the FGD for the current study. Every single one of them had second degree or MA in foreign language English and literature and also had taught more than ten (10) years. The question posed by the researcher was thoroughly discussed throughout his facilitation role.

A questionnaire was utilized as the third research tool since it was effective for gathering factual data. It allowed the sampled population to express their opinions or discussions about the subjects raised without bias or pressure. In essence, it grants the respondents to the questionnaire freedom. Additionally, it improved the data that would have been acquired using the other two research tools. The questionnaires were distributed to the selected fifty (50) participant students of Fitawrari Lake Adgeh secondary and preparatory school. The researcher provided 28 close-ended questions for students to evaluate the writing tasks of grade 12 English textbook. The questionnaire consisted a five-point Likert scale, and items on the five-point Likert scale range from "strongly agree" to "strongly disagree" with numerical values of 5 to 1 respectively. Generally, a questionnaire was the major data collection tool for this research.

3.4 Procedures of Data Collection

The researcher created checklists to gather data from the textbook after determining to evaluate the communicative writing tasks based on Nunan's communicative task components. The data from the textbook analysis was collected initially. After looking at the other documents and analyzing the data from the textbook alignments were checked. The first was the syllabus, and the second was the teachers' guide with grade 12 students' English textbook. Because the alignment of the textbook with the two documents was evaluated and compared based on the same components, the checklist was used to evaluate the data that was collected from both the teacher's guide and the syllabus. The researcher checked its alignment with the checklist used to review the textbook.

The items in the questionnaire were then tested in a pilot study with students to see if they were clear enough for students who were not sampled for the main study but who have similar grade levels and backgrounds. Because testing and improving instruments and being aware of any issues that might arise when administering the actual instruments were the goals of the pilot study. After that, the researcher made a few adjustments to each of the questions' difficult-to-understand language. After that, the researcher asked questions of the students who picked through random selection, the three English teachers who chose through available sampling, and conducted a content analysis by evaluating each writing task associated with each unit.

3.5 Method of Data Analysis

The data gathered from the textbook on the writing tasks using the three research methods was analyzed by the researcher using Nunan's (1989) framework. These include questionnaires, focus group discussions, and content analyses. The analysis of all the writing tasks in the Grades 12 textbook was centered on their goals, input, activities, roles, and settings. The researcher was also utilizing the checklist to evaluate each writing task for each textbook unit in accordance with the syllabus and teacher's guide. The researcher then provided recommendations and conclusions based on the study's findings.

The textbook's data were categorized and organized. These categories were incorporated into the evaluation of writing tasks based on the communicative task components, such as the goal (objectives) of tasks, inputs, activities, roles of students and teachers, and setting. This fundamental aspect of communicative duties was counted, tabulated, and described in detail. Additionally, a qualitative and quantitative analysis of the design accuracy of the writing activities in each unit under each component in reference to the checklist provided because the focus group discussion and half part of content analysis is qualitative. The researcher used qualitative language to describe and analyze the data. To simplify the analysis of the questionnaire, the researcher used the results of strongly agree and agree together, disagree and strongly disagree jointly, and undecided remain in between. Tables employed and analyzed in percent (%) and numbers done for some of the tasks and related features that can be quantified in the content analysis, while qualitative analysis done for the tasks that could not be quantified.

CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION

4.1 Content Analysis: Data from the Textbook Analysis

4.1.1. General Description of the Textbook

Grade 12 English for Ethiopia Students Textbook, task analysis, and evaluation have been completed. Since the 2003 E.C., this book has been used in classes. The textbook contains 12 units. The following nine sections are included in each unit: introduction, listening, language focus (grammar), study skills, speaking, reading, increasing your word power (Vocabulary), writing, and assessment. Every three units have a revision section at the end. Part A and Part B make up each of the units' two portions. There are nine sections total in each piece. Each component also has distinct goals and activities.

4.1.2 The Writing Tasks

In order to evaluate the writing tasks using Nunan's (1989) communicative task components, the researcher chose the Grade Twelve English textbook writing tasks based on the lessons presented in both parts A and B. However, tasks found in the introduction revision and assessment parts were not chosen because they are redundant. Based on Nunan's communicative task components, the researcher chose 28 writing tasks for additional examination. The 12 units of the grade twelve English textbook's writing task titles are chosen (see Appendix, H). According to Nunan's communicative task components, the researcher evaluated these communication tasks, evaluating the goals, inputs, activities, roles of the teachers and students, and setting. These elements served as the fundamental building blocks for determining how closely a textbook and syllabus or a textbook and teacher's guide line up. The writing exercises are distributed or given in various places throughout each unit. The total amounts of writing tasks in the textbook, along with their format, are shown in Table 3 below.

Table 3: Distribution of writing activities in grade 12 English textbook

Units & Title	Number of writing activities	Pages on which the activities are presented	Periods* allowed	Tasks Section and Title
One: Family life	2	15,20,21,22	2	B1.4 Writing: Memories B1.7 Writing: A formal letter
Two:	3	40,41,47	2	A2.11 Writing: A mind map

Communication				A2.12 Writing: An essay B2.4 Writing: A report
Three: Education	2	60,61,70,71	2	A3.4 Writing: Self-assessment B3.6 Writing: An essay
Four: The arts and literature	1	98,99	1	B4.7 Writing: A film review
Five: The United Nation	2	111,123	2	A5.7 Writing: A good leader B5.12 Writing: A report
Six: Trade and Globalization	3	132,133,141,144, 145	1	A6.7 Writing: A leaflet on Fair Trade B6.6 Writing: A summary B6.11 Writing: A business letter
Seven: Finding a job	2	161,162,169,170	2	A7.9 Writing: A profile B7.8 Writing: A letter of application
Eight: Human development	1	192	1	B8.7 Writing: An essay
Nine: Tradition versus progress	2	200,201,212,213	2	A9.7 Writing: A report B9.9 Writing: An essay
Ten: Future threats	5	227,228,229,230, 231,236,237,240	4	A10.5 Writing: A description A10.7 Writing: A report A10.8 Writing: A formal letter B10.4 Writing: Graffiti posters B10.7 Writing: 10 rules for a new society
Eleven: The film industry	4	244,245,249,250, 256, 263, 264,	3	A11.3 Writing: A summary A11.8 Writing: A dialogue B11.3 Writing: A review of television show
Twelve: Class Magazine	1	273,274	6	B12.1 Speaking and writing: planning, preparing and producing a class magazine
Total	28	46	28	

NOTE: * One period has 45 minutes and specifically preparatory students' English subject has 6 periods per week.

The 12 units of grade 12 English textbook contain 28 writing tasks (activities), as shown in the table above. There is an uneven distribution of writing tasks among the various units. For instance, unit four, eight, and twelve all have one activity. Additionally units one, three, five, seven, and nine all have two activities, but unit eleven has four. Units 2 and 6 have three

activities, whereas only unit 10 has five. This suggests that the allocation of the writing tasks inside each textbook unit's writing section varies from unit to unit. Because students do not receive a similar number of tasks under the writing part of each unit, this may not provide learners with an equal opportunity to express their thoughts in practicing the writing activities in each unit.

4.1.3 Evaluation of the writing tasks

4.1.3.1 Aspects in Relation to Goals

Table-4: The objectives of writing activities in Grade 12 English textbook

No	Components of communicative tasks	Units	Occurrence of the writing tasks regarding goals (objectives) in each unit
1	Goals	One	<ul style="list-style-type: none"> - Writing about some of your childhood memories - Write a formal letter
		Two	<ul style="list-style-type: none"> - Create a mind map about ICT in education - Write an essay on the subject of ICT in education - Write a description of a graph showing trends in the take up of communications technology
		Three	<ul style="list-style-type: none"> - Carry out self-assess exercise and then write a report about your own strengths and weaknesses as a student - Write an essay
		Four	<ul style="list-style-type: none"> - Write a film review
		Five	<ul style="list-style-type: none"> - write a paragraph about what makes a good leader - write a report
		Six	<ul style="list-style-type: none"> - Write a leaflet on fair Trade. - Write a summary of a text - write a business letter
		Seven	<ul style="list-style-type: none"> - Write a profile of a company or field you would like to work in - Write a letter of application
		Eight	<ul style="list-style-type: none"> - Write an essay
		Nine	<ul style="list-style-type: none"> - Write a report - Write an opinion essay
		Ten	<ul style="list-style-type: none"> - Write the story of news item from one person's point of view - Write a report about some statistical data - Write a formal letter - Write some graffiti - Write ten rules for a new society
		Eleven	<ul style="list-style-type: none"> - Write a summary of the talk - Write a dialogue - Write a review of a TV show

			- Find out how to write different kinds of formal letters
		Twelve	- In this part of unit 12 you will plan, prepare and produce a class magazine

Because the results of the activities may depend on how well-defined the objectives are, they must be described in a clear and simple manner. Additionally, they need to spell out exactly what the students should be able to do and provide them with the tools to judge for themselves whether they have succeeded or not. The chart above shows that the textbook specifies goals for the writing portions in each unit. This offers the students the chance to think about what they should do when engaging in the activities. By giving students exercises pertaining to each purpose, this might be accomplished.

Although the majority of the goals for teaching writing skills are listed under the writing component of each lesson, they are frequently repeated and offer little variety. The objectives of *writing an informal letter, writing a report, and writing an essay*, for instance, are repeated in units 1,2,3,5,6,7,8,9,10 and 11, which would not inspire students or pique their interest; instead, it might dull them and prevent them from coming up with new ideas when they are writing. However, the majority of the goals for teaching writing skills are clearly outlined so that the students may comprehend how to complete the writing exercises in each textbook section. This aids students in understanding what and how they will complete a task in accordance with the previously mentioned objectives. Although the students do not have the syllabus in their possession, the objectives have also been hypothesized in the textbook's syllabus. Their teacher would provide them with indirect benefits. The textbook includes a teacher's guide that includes explicit goals for each segment in each unit. This gives the teacher more information and direction on how to manage the students while they are participating in the activities. As a result, the textbook is of high quality since it helps learners achieve their written English curriculum objectives.

It is therefore feasible to conclude that the goal of the writing tasks in the textbooks are largely described in a clear and understandable manner since they are essential components of communicative tasks and they play a significant role in the overall process of communicative activities.

Table-5: Result of the evaluation of the goals of the writing tasks

Units	Components of an Objective			
	Performance	Conditions	Measurement	Criterion
1	2	1	1	0
2	3	2	2	1
3	2	2	1	1
4	1	1	0	0
5	2	2	1	0
6	3	2	2	2
7	2	2	2	0
8	1	1	0	0
9	2	2	2	0
10	5	4	4	3
11	4	3	3	3
12	1	1	0	0
Total	28	23	18	10
%	100	82.14%	64.28%	35.71%

All of the objectives listed in the textbook and syllabus were discovered to contain one of the components of objectives, as shown in table 5 above (performance). That is, each and every one of the objectives makes it very obvious what the students will be able to perform. Regarding the second factor (condition), it was discovered that 82.14% of the writing tasks objectives outline the prerequisites or situations under which students are capable of completing the tasks. In other words, these objectives tell the students how many lines, words, or paragraphs to write. In addition, the additional component was discovered in 64.28% of the objectives (measurement). According to Graves, (2000), this element demonstrates how the performance will be evaluated. These goals therefore reveal how the writing tasks will be evaluated or where the teacher will concentrate when grading the final composition.

The criterion was the final aspect of an objective that was evaluated in this study. Only 35.71% of the objectives were discovered to display this component, based on the aforementioned result. The remaining 64.29% of the objectives do not make it obvious how well students should complete the writing activities or what kinds of writing phases they should go through to achieve the desired performance.

Objectives typically need to be stated in terms of what learners should do (Nunan, 1988). In this regard, it was determined that all of the writing tasks objectives in the English textbook for grade 12 had been met. Every objective outlines the skills that students are capable of. Moreover, it's important to indicate the condition component. According to Graves (2000),

students need to know how much effort is required of them. For example, students should be made aware of how many sentences, lines, or words they must write. Also, it's important to be explicit about the level of competence of learners (Graves, 2000). The bulk of the objectives in this examination were determined to be missing this element, nevertheless. The majority of the objectives do not outline the steps students must take when writing or how successfully they must complete the writing activities.

a) The Rationale of the Writing Tasks

The purpose of the writing tasks (activities) is another matter that was covered under the goal of the tasks, as it was mentioned in the review of related literature (Section: 2.11.1.1). It is clear that the types of tasks included in the writing part of the grade 12 textbook have been justified using a different justification. Additionally, according to the same section, the textbook purposefully included these activities with a variety of justifications for a variety of reasons. The pedagogic and rehearsal rationales were both reviewed in order to determine how much the writing task (activities) support each rationale. These two rationales address the various demands of students. The investigation's results are as follows:

Table-6 Pedagogic tasks based on Rehearsal and Pedagogic Rationale

Unit	Tasks on rehearsal Rationale	Exercises on pedagogic Rationale
1	-Write a short paragraph about each of your childhood five memories -Writing a formal letter	
2	-Write an essay on the subject of ICT in education. -Write a short report about the information in the graph	-Create and complete a mind map about the role of ICT in education to record the finding of their discussion.
3	-Write a short self-assessment report on your own study skills -Write an essay about going to university.	
4	- Write a review of a film	
5	-Write a paragraph about what makes a good leader. -Write a report on aspects of United Nations.	
6	-Write a leaflet about Ethiopian fair coffee trade -Write a summary of notes on	

	globalization -Write a business letter to the managing director about fair trade	
7	-Write a profile of a company or an occupation you would like to work in - Write a letter of application	
8	-Write an essay on the topic “Do human beings behave more to be proud of than ashamed of?”	
9	-Write a report on a situation to be changed -Write an essay in which you argue a point of view on the given topic	
10	-Write a description about the Haiti earthquake -Write about worldwide deaths due to earthquake, incidents of terrorism, and road traffic fatalities -Write a formal letter to your local authority -Write ten rules for a new society.	-Discuss and complete this short text about graffiti
11	-Write a summary of the talk. -Write a dialogue between Kate and Win slate, and journalists interview -Write a review of a talk show	-Join the parts of formal letter to its function
12		-planning, preparing and producing (creating) a class magazine.
Total	24	4
%	85.71%	14.29%

Table-6 shows that the majority (85.71% of the tasks) were created based on actual occurrences (pedagogic tasks based on rehearsal rational). In other words, they have learners practice the kind of conduct required outside of the classroom. To put it another way, these exercises enable students to write the kinds of papers they are anticipated to do outside of the classroom. On the other hand, pedagogical rational was used for 14.29% of the tasks. These exercises are designed to teach students a language or a talent that may or may not be used outside of the classroom.

The researcher discovered when studying the data above that the tasks were created using current theories of communicative tasks. The kinds of tasks that students are expected to do in communicative classrooms need to be based on rehearsed rational, according to Nunan (1989)

and Ellis (2003). Since students are required to practice the style of communication they will use outside of class in class, more attention should be paid to rehearsal exercises.

The tests were developed utilizing current ideas of communicative tasks, the researcher found after looking at the aforementioned data. According to Nunan (1989) and Ellis(2003), the kind of tasks that students are expected to complete in communicative classrooms need to be founded on practiced reasoning. More consideration should be given to rehearsal exercises because students are required to practice the type of communication they would use outside of class in class.

Table-7 Pedagogic tasks based on formal and functional writing skills

Pedagogic Tasks		
Unit	Task on formal(academic)writing skill	Tasks on basic functional writing skill
1	-Write a short paragraph about each of your childhood five memories	-Writing a formal letter
2	-Write an essay on the subject of ICT in education. -Write a short report about the information in the graph	-Create and complete a mind map about the role of ICT in education to record the finding of their discussion.
3	-Write a short self-assessment report on your own study skills -Write an essay about going to university.	
4		- Write a review of a film
5	-Write a paragraph about what makes a good leader. -Write a report on aspects of United Nations.	
6	-Write a summary of notes on globalization	-Write a leaflet about Ethiopian fair coffee trade -Write a business letter to the managing director about fair trade
7		-Write a profile of a company or an occupation you would like to work in - Write a letter of application
8	-Write an essay on the topic ‘Do human beings behave more to be proud of than ashamed of?’	
9	-Write a report on a situation to be changed -Write an essay in which you argue a point of view on the given topic	

10	-Write a description about the Haiti earthquake -Write about worldwide deaths due to earthquake, incidents of terrorism, and road traffic fatalities	-Write a formal letter to your local authority -Discuss and complete this short text about graffiti -Write ten rules for a new society.
11	-Write a summary of the talk. -Write a dialogue between Kate and Win slate, and journalists interview	-Join the parts of formal letter to its function -Write a review of a talk show
12		-planning, preparing and producing (creating) a class magazine.
Total	15	13
%	53.6	46.4

Table-7 shows that 53.6% of the tasks are meant to help students become better formal (academic) writers. Academic writing ability is stressed in the textbook as well because this talent is prioritized in the grade twelve syllabus. Moreover, it was discovered that basic functional writing skills were the focus of 46.4% of the tasks. It was shown that exercises that emphasize both sorts of skills receive a fairly equal amount of attention.

According to the table above, challenges emphasizing formal (academic) writing skills also receive significant attention. Since it accomplishes one of the main objectives of the curriculum, this might be seen as strength of the textbook. As was mentioned in section 2.11.5.1, writing is given more attention because it is one of the abilities that students most need to master if they want to study successfully in college or get a job after graduation MOE (2003). In addition, there are almost equal numbers of activities that emphasize fundamentally useful writing abilities. This is also a plus because it makes the rehearsing portion of language acquisition tasks easier.

However, the education of languages is not given much attention. In other words, the textbook only contains a small number of activities that teach the forms, structures, and layout of a specific type of writing. As one can plainly see from the grade 12 syllabus, the teacher is supposed to teach some language forms at the start of each writing session; however, exercises and activities to solidify what students learn are not offered.

4.1.3.2 Aspects in relation to inputs

Table-8: The inputs of writing in grade 12 English textbook

No	Components of communicative tasks	Unit	Input of the writing activities			Occurrences of the writing tasks impacts in each unit
			Authentic	Inauthentic	Total	
2	Input	1	1	1	2	-Written instruction -Diagram
		2	1	2	3	-Written instruction -Written sentences
		3	2		2	-Survey table -Rough drawing
		4		1	1	-Written instruction
		5		2	2	-Written instruction -Written text
		6	1	2	3	-Pictures -Written text -Written instruction
		7		2	2	-Written instruction -Written note
		8		1	1	-Written instruction
		9	1	1	2	-Pictures -Written instruction
		10	3	2	5	-Picture -Data form -Written paragraph -Pictures -Written sentences
		11		4	4	-Written instruction -Written sentences -Written instruction -Written text
		12	1		1	-Picture
Total			10	18	28	
%			35.71%	64.29%	100%	

According to Table-8 above, 10 (35.71%) of the activities involve authentic inputs, whereas the remaining 18 (64.29%) do not. This suggests that a significant number of the writing exercises in the textbook discourage the use of images, drawings, diagrams, graphs, etc.

This demonstrates that when it comes to this part of the communication task, emphasis is not placed on meeting the needs, interests, and preferences of the learner. The absence of such

real materials (visual aids) will affect students' interest, which will affect their participation in the activities. Furthermore, as different students have different learning styles or multiple intelligences, failing to provide such authentic and supportive materials would deny these diverse learners the chance to learn comfortably at their own speed. Therefore, it would be reasonable to draw the conclusion that a lack of real materials causes the contents used as input to not provide the students with enough knowledge.

Example-1: For inauthentic task page-111 in unit five A5.7 Writing: A good leader (see Appendix-H)

A5.7 Writing: A good leader

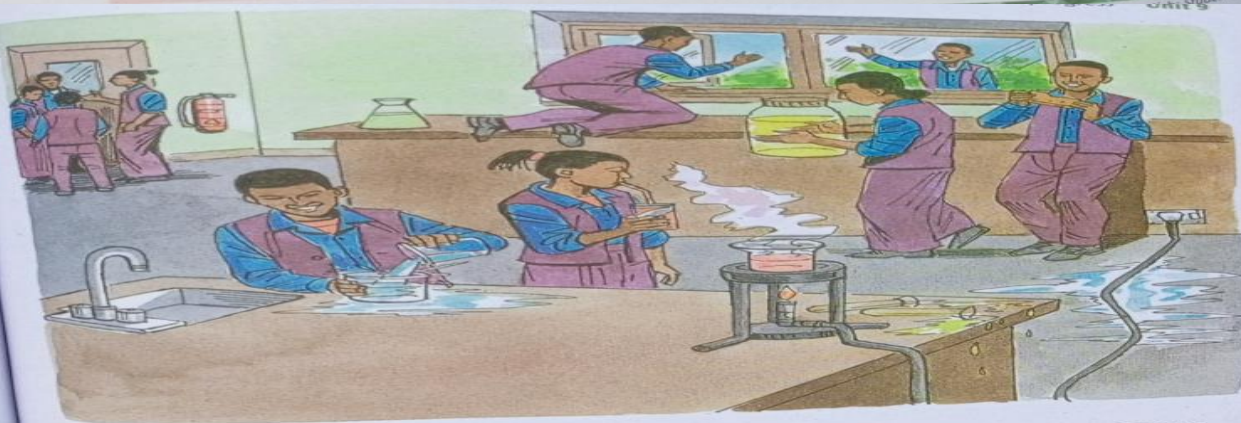
- 1 Work with a partner. Make a list of the contexts in which there are leaders. For example, a class leader, a president and so on.
- 2 Discuss to what extent you think all leaders need the same qualities.
- 3 Now on your own, write a paragraph about what makes a good leader. The paragraph must express your own opinion. You should also justify the points you make and provide examples. When you have finished, check your paragraph carefully and make any necessary changes.
- 4 Read paragraphs written by other students in your class and compare your ideas.

Example-2: For authentic task page, 200-201 in unit nine A9.7 Writing: A report (See Appendix-H)

A9.7 Writing: A report

- 1 You are going to write a report on a situation that needs to be changed. Work with a partner and read the background to the situation. List the problems you can see in the picture.
Example: Students are using the lab to meet their friends for a chat.

You are a new science teacher in Valley High School. You have become aware that basic safety rules are being broken in the science laboratory on a regular basis. You are very disturbed and have decided to write a report for the Head of the Science Department. Your report will contain information about what is wrong and some recommendations for improving safety. The picture shows the kind of student behaviour you have witnessed in the science laboratory.


 - 2 Discuss what needs to be done to improve the situation. You could also make suggestions for how to enforce the rules.
Example: A list of safety rules need to be displayed in the lab and publicised.
 - 3 Write your report by following these steps.
 - Write your report on your own.
 - The report should be at least 500 words in length.
 - Use the ideas from your discussion.
 - Divide your report into these sections:
 - a Background (why you are writing this report)
 - b The current situation
 - c Conclusion and recommendations
 - d Appendix (You could include a suggested list of safety rules for the science lab.)
 - Follow the usual seven stages for producing a piece of written work. Refer to A3.3 *Written assignments* and B5.12 *How to write a report*.
 - 4 Present your report to the rest of the class.

4.1.3.3. Aspects in Relation to activities

Table-9: the activities in the writing section of grade 12 English textbook

No	Components of communicative tasks	Units	Occurrence of the writing activities in each unit
3	Activities	One	<ul style="list-style-type: none"> -Write a short paragraph about each of your childhood five memories (Individual& pair work) -Writing a formal letter(Individual work)
		Two	<ul style="list-style-type: none"> -Create and complete a mind map about the role of ICT in education to record the finding of their discussion(Group & individual work) -Write an essay on the subject of ICT in education (Individual work) -Write a short report about the information in the graph(Group work)
		Three	<ul style="list-style-type: none"> -Write a short self-assessment report on your own study skills (individual & Pair work) -Write an essay about going to university.(Individual work)
		Four	<ul style="list-style-type: none"> - Write a review of a film(Individual & pair work)
		Five	<ul style="list-style-type: none"> -Write a paragraph about what makes a good leader (Individual & pair work) -Write a report on aspects of United Nations(Individual work)
		Six	<ul style="list-style-type: none"> -Write a leaflet about Ethiopian fair coffee trade(Individual & pair work) -Write a summary of notes on globalization(Individual) -Write a business letter to the managing director about fair trade(Individual & pair work)
		Seven	<ul style="list-style-type: none"> - Write a profile of a company or an occupation you would like to work in(individual work) - Write a letter of application(Individual work)
		Eight	<ul style="list-style-type: none"> -Write an essay on the topic “Do human beings behave more to be proud of than ashamed of?(Individual work)
		Nine	<ul style="list-style-type: none"> -Write a report on a situation to be changed(pair and individual work) -Write an essay in which you argue a point of view on the given topic(individual work)
		Ten	<ul style="list-style-type: none"> -Write a description about the Haiti earthquake(Group & individual work) -Write about worldwide deaths due to earthquake, incidents of terrorism, and road traffic fatalities(Pair & individual work) -Write a formal letter to your local authority(Group & individual work)

			-Discuss and complete this short text about graffiti(Group & individual work) -Write ten rules for a new society(Group work)
		Eleven	-Write a summary of the talk(Individual work) -Write a dialogue between Kate and Win slate, and journalists interview(Individual work) -Write a review of a talk show(Individual work) -Join the parts of formal letter to its function(Individual work)
		Twelve	-planning, preparing and producing (creating) a class magazine(Whole class work)

All of the writing exercises included in the writing parts of each unit are included in table-9 above, along with the best way to do them individually, in pairs, or in groups. They are presented in a way that encourages students to write in a variety of ways and develop new abilities rather than restricting themselves to merely composing stories and paragraphs because writing is inextricably linked to other skills. The writing exercises frequently follow other skill-building tasks in the majority of the units, such as grammar to written exercises or reading, listening, or speaking to creating notes or writing comprehension exercises.

Because they have already participated in the circumstances used to practice other skills under the reading, listening, speaking, and language focus sections, this would enable students to be aware of the situations for which they write. Additionally, the writing portion continues to cover the other skill-related themes in more in-depth and advanced ways. Writing exercises are closely integrated with other activities that develop other skills in this way.

There are spaces in some of the writing related lessons where students can practice their grammar, vocabulary, transitional words, mechanics, etc. in addition to their writing skills. Gap filling, single sentence transformation, rewriting words, phrases, and paragraphs, as well as creating sentences from pictures, are some of the most popular exercises in this area. For example significantly the writing tasks are not motivating the students because it has redundancy regarding essay, formal letter, report etc. However different scholars are agreed in the variation of tasks to avoid the boring feeling of the students.

Table-10 Nature of the writing activities in fulfilling characteristics of communicative tasks

Unit	Motivation			Meaningfulness			Real wordiness			Purposefulness			Suitability of tasks for pair/group work			Stages of tasks			Activity authenticity		
	No of activities			No of activities			No of activities			No of activities			No of activities			No of activities			No of activities		
	Yes	No	Tot	Yes	No	Tot	Yes	No	Tot	Yes	No	Tot	Yes	No	Tot	Yes	No	Tot	Yes	No	Tot
1	1	1	2	1	1	2	1	1	2	2	0	2	1	1	2	1	1	2	1	1	2
2	1	2	3	2	1	3	2	1	3	3	0	3	1	2	3	1	2	3	1	2	3
3	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	2	0	2
4	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1
5	1	1	2	1	1	2	1	1	2	2	0	2	1	1	2	1	1	2	0	2	2
6	1	2	3	2	1	3	3	0	3	3	0	3	1	2	3	2	1	3	1	2	3
7	1	1	2	1	1	2	1	1	2	2	0	2	0	2	2	1	1	2	0	2	2
8	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1
9	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2
10	3	2	5	3	2	5	5	0	5	5	0	5	2	3	5	3	2	5	3	2	5
11	1	3	4	3	1	4	3	1	4	4	0	4	2	2	4	1	3	4	0	4	4
12	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	1	0	1
	12	16	28	18	10	28	21	7	28	26	2	28	10	18	28	12	16	28	10	18	28
	42.8 6	57. 14	100	64.2 9	35. 71	100	75	25	100	92.8 6	7.1 4	100	35.7 1	64. 29	100	42.8 6	57. 14	100	35. 71	64. 29	100

A) In terms of motivational value

Academics usually agree that motivation is the essential to success in language learning, as was mentioned in the literature section. Regardless of their environment or study methods, highly motivated students will succeed (Harmer, 1991). Writing tasks and topics must therefore be particularly enticing and compelling in order to grab students' interest and inspire them to work on them. However, Table 10 above shows that 42.86% of the tasks are enjoyable to finish. This may be the case because specific topics covered in writing classes are repetitive and unappealing enough to encourage students to focus on creative writing. Example : the writing parts of units 1,2,3,5,6,7,8,9,10 and 11 regularly introduce the topics "write a formal letter about..., write a report... and write an essay about..." in appendix-H.

B) With regard to meaningfulness

Another critical element of tasks is the requirement that they have meaning for the students in order to aid in the learning process. Tasks should be chosen based on how successfully they engage the learners in meaningful & authentic language use as opposed to activities that just foster the meaningful practice of language patterns. Most of the writing tasks in the textbook are beneficial to the students. Table 10 shows that the principle of meaningfulness is supported by the majority (64.29%) of writing tasks. Example: Page-15 in unit one, B1.4 Writing: Memories (see Appendix-H)

C) Concerning real wordiness

Tasks with a real-world explanation require students to act out in class the kinds of actions that are required of them outside of the classroom, as was mentioned in the literature section. In the classroom, tasks should support students in developing their ability to write freely, with a focus on meaning and going beyond the requirements of a work. The exercises should be able to engage the students in authentic communication (i.e., what they might do outside of the classroom), rather than just repetition of language forms or patterns.

Table 10's list of writing-related tasks, for the most part, satisfies this demand. While only 25% of the textbook's writing tasks require students to write in pairs, groups, or alone at this time, 75% of them do. A truly wordy job will result in communication behaviors that resemble those that occur outside of the classroom, according to Zamel (1989). Students will learn how to communicate through writing in the classroom as well as outside of it, since the majority of the

writing tasks in the textbook allow students to participate in writing instructions and conversations and maintain them using the target language. Example: Page 236 in unit ten B10.4 Writing: Graffiti posters (see Appendix-H)

D) In terms of purposefulness

If a task is to be really communicative and promote language use, students must desire to communicate, have a reason for doing so, and make that reason the most significant component of their communication (Harmer, 1991). Therefore, the student should pay close attention to the information being stated or written rather than concentrating on the linguistic form being used. Table 10 demonstrates that while 7.14% of the textbook's writing exercises lack a distinct goal, 92.86% of them have a communicative objective that goes beyond the confines of the classroom. Just like with the other abilities, writing in the classroom should have a purpose as well as in the real world. Example-1: Page 249-250 in unit Eleven A11.8 Writing: A dialogue.(see Appendix-H). Example-2: Page 263 in unit Eleven B11.9 Writing: Formal Letters. (see Appendix-H)

E) With regard to the tasks' suitability for pair or group work

Table 10 demonstrates that while 35.71% of the writing tasks in the textbook encourage pair or group cooperation, 64.29% of them support the use of individual work. Hedge (1988:2) asserts that group writing tasks encourage debates that promote effective writing techniques. Students might read one other's writing by exchanging essays or other writing. Group work activities give students the chance to practice social skills including self-assurance, tolerance, listening to one another, sharing and respecting opinions and ideas, decision-making, conflict management, etc. by giving students different responsibilities in pairs or groups. Example: Page 161 in unit seven A7.9 Writing: A profile

F) Whether there are pre-, while-, and post-task activities (stages of tasks) included in the tasks.

According to information from the literature, including a pre-task, while task, and post-task in an activity is another crucial component for the proper performance of activities. Despite using different terminologies, methodologists typically agree that a task must have an introduction, the task itself, and a follow-up.

Only 42.86% of the writing-related tasks in the textbook include the three steps, as can be seen in table 10 above; all other tasks (57.14%) do not include the phases. However, as mentioned in the literature section, a task or activity is expected to have one of these stages. The pre-task step presents (familiarizes) the topic to the students through brainstorming exercises or other introductions/clues about the problem. Thanks to the complete work stage, students will be able to integrate a variety of linguistic abilities and sub-skills. The post-task phase helps assess how well they have assimilated or implemented their goals, or how well they have followed through on achievement. Example-1: Page 240 in unit ten B10.7 Writing: Ten rules for a new society (see Appendix-H). Example-2: Page 256 in unit eleven B11.3 Writing: A review of a television show. (see Appendix-H)

4.1.3.4 Aspects in relation to roles

Table-11: Roles of learners and teachers in the writing activities in grade 12 English textbook, teachers guide and syllabus.

Components of communicative tasks:		
4. Roles of learners and teachers		
Occurrences of the roles of learners and teachers in each unit		
Unit	Roles of learners	Roles of Teachers
1	-Writing a short 1 st person paragraph about each of their five memories. -Writing a formal letter to the author of the text in response to his argument	-Eliciting example memories from one or two students -Asking them to think of example situations when these kinds of letters are written
2	-Creating a mind map about ICT -Planning and writing an essay to explain the role of ICT in education -Writing a short report on possible future developments in communication technology	-Eliciting some ideas from the class by using some prompt questions -Guiding them to write an essay -Not stated at all
3	-Assessing their own strengths/ areas of development as a student -Writing an essay about going to university	-Not stated at all -Not stated at all
4	-Writing a film/ book review based on a film/book they have enjoyed	-Encouraging students to read these, so that their understanding of the films is enhanced
5	-Writing a paragraph to justify their argument and elaborate it by giving examples -Writing 500 words reports on a topic related to governance/ UN	-Providing questions -Not stated clearly

6	-Writing their leaflet to persuade customers in another country to buy fair trade products -Summarizing the information using bullet point from listening text B6.5 -Writing a letter to manufacturer asking them to participate in a fair trade scheme	-Revising the features of a leaflet and how they write to explain, inform and persuade -Not stated clearly -Not stated clearly
7	-Writing a profile of a company or an occupation they would like to work in -Writing a letter of application to a company of their choice	-Guiding them to write a profile -Not stated at all
8	-Writing an essay	-Encouraging the students to elaborate and justify their arguments with examples
9	-Writing a report on a situation that needs to be changed -Writing an essay in which they argue a point of view	-Not stated clearly -Giving further advice on writing an argumentative essay
10	-describing the scene from their perspective -writing a report by using a data -Completing short text about graffiti -Writing a formal letter to their local map or authority -writing ten rules for a new society	-Not stated clearly -Not stated clearly -Helping them to underline/ highlight useful formulaic language -Not stated clearly -Not stated clearly
11	-Writing summaries of listening textA3.3 -Writing a dialogue between Kate Winslet and the journalist -Write a report of the review of the talk show they watched -Writing a formal letter	-Not stated at all -Not stated at all -Not stated at all -Giving students two to three minutes to match each part of a formal letter
12	-producing their magazine	-Not stated at all

The duties of the learners are explicitly specified under each unit's writing parts, according to the data from table-11 above. In certain instances, the responsibilities are not even explicitly defined. These roles are described not only in the textbook but also in the teacher's guide on how to practice each work and the syllabus in many ways. In the majority of activities, students are not observed working in pairs or groups on their own while receiving direction and hints from the teacher. Every student must cooperate and participate in every writing activity in order for them to have the chance to exchange ideas from various perspectives and correct their mistakes by sharing their writing. However, in other activities, like writing a letter or a tale, the

roles of the students appear to be similar. Instead, the students should be given a variety of parts with varying levels of difficulty since they will be very motivated to perform their roles.

The communicative tasks such as role plays, problem-solving tasks, and solutions are meant to give the student far more control than the traditional pedagogy (e.g. drills and the like) does. As seen in table-11 above, the teacher's involvement in the majority of writing activities include giving guidance, showing how to do something, asking and eliciting examples, encouraging students to complete the tasks, and presenting them to the class. This maximizes the student's level of control over their learning activities and gives them more time to actively play their roles, making the teacher their director, counselor, or facilitator and giving them instructions so they may communicate their ideas more clearly. The teacher's role in fostering a student-centered approach and encouraging the learners to actively participate in the activities while receiving little instructor assistance is highlighted in the teachers' handbook. Additionally, they are provided with various approaches or ways to assist the students in completing the duties after having a firm understanding of what, why, and how to do it.

In general, we can say that the textbook, teacher's guide, and syllabus clearly define the roles of the teachers' and the students', despite the fact that these roles are occasionally repeated and in some activities not explicitly specified at all. Example: Page 98 in unit four B4.7 Writing: A film review. (See Appendix-H)

4.1.3.5 Aspects in relation to setting

Table-12: The setting of the writing tasks in grade – 12 English textbook

No	Components of communicative tasks	Unit	Occurrences of the roles of learners and teachers in each unit
5	Setting	One	-Individual and pair work -Individual
		Two	-Group and individual work -Individual -Group work
		Three	-Individual and pair work -Individual
		Four	-Individual and pair work
		Five	-Individual and pair work -Individual work
		Six	-Individual and pair work

			-Individual work -Individual and pair work
		Seven	-Individual work -Individual work
		Eight	-Individual
		Nine	-Pair and individual work -Individual work
		Ten	-Group and individual work -Pair work and individual work -Group work and individual work -Group work -Group work
		Eleven	-Individual work -Individual work -Individual work -Individual work
		Twelve	-Whole class work

The writing exercises for each unit are practiced individually, in pairs, whole class and in groups, as shown in the above table. However, the majority of writing exercises encourage individual work, which is not advised as the most efficient and acceptable method of class management. In spite of being given collaborative writing exercises that help them complete the writing process effectively, the students are not encouraged to collaborate in pairs or groups. It is a good idea to assign tasks or exercises for individual practice, but they shouldn't be more demanding than necessary, as they are in the textbook. Some students, particularly advanced students, prefer individual study to group or whole class work because they believe that group tasks won't help them improve their academic results (Li and Anderson, 1992). Therefore, it is recommended that the setup of the classroom be flexible rather than rigid, allowing task participants to employ various settings in various learning scenarios, and that the teacher's roles be dynamic in order to manage the classroom's moods. Additionally, if the students are given the option of working in groups or pairs, they can readily remedy their mistakes by exchanging written work. The settings of the writing communicative tasks provided in the student's textbook, teachers' guide, and syllabus are therefore inferred from the table above. It can be said that they are to a large extent do not provide opportunities for learners to learn and use the language in a more natural and meaningful way by assisting them in communicating efficiently through writing. Therefore, it is necessary to alter most of the parameters to be flexible for both pair and group modes. Example-1 (Individual work) Page 70 In unit three B3.6 Writing: An essay.

Example-2(Pair work) Page 98 in unit four B4.7 Writing: A film review. Example-3(Group work) Page 40 in unit two A2.11 Writing: A mind map.Example-4(Whole class work) Page 273 in unit twelve B12.1 Speaking and Writing: Planning, preparing and producing a class magazine. (See Appendix-H)

4.2 Integration of other skills with in writing tasks

Table-13: Other skills like listening, reading and speaking integration in writing tasks

Unit	Other skills integration with in writing tasks		
	Listening	Reading	Speaking
1	1	1	1
2	2	2	2
3	1	1	1
4	1	1	1
5	1	2	1
6	2	3	2
7	1	2	1
8	0	1	0
9	1	2	1
10	5	4	5
11	1	2	1
12	1	1	1
Total	17	22	17
%	60.71%	78.57	60.71

Integrated language teaching encourages students to grow in their capacity to use two or more skills (listening, reading, and speaking) in authentic situations and within a communicative framework. Students can improve their cognitive and communicative abilities in a language by receiving integrated language instruction. The above table-13 shows that reading is more integrated with writing skills about 78.57% and the other skills speaking and listening have equal integration with writing skills which means it is about 60.71%. In the writing tasks, the following things are incorporated. For example, the writing tasks engage them to discuss about what they think of the given topic and their note. Next, the writing tasks support them to help each other and get peer feedback. Then the writing tasks give you a chance to write a draft, get comments, and write the final draft. Finally, the writing tasks open a way to take notes and write summaries, reports, reviews of the talk show and essay, etc. Albeit; these skills have more than half percent integration with writing skills but the integrative tasks for each of the skill are not equally and

fairly distributed and still, it needs more things to include in the writing task integration design. These are for example project work, role play, classroom interviews with note-taking activities, journal writing, dictating some note, listen and write in to their note, read aloud what they have written, open ended respond, predicting, predicting, responding to a quote, take note, by recording spoken messages to each other and formulating written responses, retelling etc.

Example-1: For the integration of writing and speaking Page 273-274 in unit twelve B12.1 Speaking and writing: Planning, preparing and producing a class magazine. (see Appendix-H)

B12.1 Speaking and writing: Planning, preparing and producing a class magazine

VOICES – The magazine of Grade 12



The whole class is going to create a class magazine.

1 Planning the content: You have already seen that there are different kinds of magazines. Your class magazine is for the students in your school – and possibly from other schools too. Follow the instructions below to help you plan your magazine:

- All the class should brainstorm ideas for the content of the magazine, for example: what kinds of articles you would like to include and some specific ideas, for example:
 - Why don't we have an interview with a local celebrity?*
 - Good idea. What about our local MP?*
- Somebody in the class should write all the ideas that come up on the board.
- Think of as many ideas as you can.

Example-2: Page 249 in unit eleven A11.8 Writing: A dialogue (see Appendix-H)

A11.8 Writing: A dialogue

Go back to the interview with Kate Winslet. Write the dialogue between her and the journalist.

- Only include what was said in the interview – not the background information the journalist gives about Kate Winslet.
- Some of her words are in reported speech in the text and some are in direct speech. You must write her all her words in direct speech in the dialogue.
- The journalists questions are all reported, so you must change them to direct speech.
- You may have to make up some missing questions.

Begin like this:

J: Could you begin by telling me where you originally come from?
KW: Yes, I was born in England and I grew up there.

J: What do your parents do?
KW: All my family are involved in the theatre in England.
J: Do you miss them now that you live in New York?
KW: Very much.

Example-3: For the integration of Reading and Writing Page 98 in unit four B4.7 Writing: A film review in exercise-2, exercise-6 and exercise-9.(see Appendix-H)

B4.7 Writing: A film review

- 1 Work with a partner. Are you both familiar with the films *Ratatouille*, *Titanic*, *Bratz*, *The Princess Diaries* and *Avatar*? If so, what do you know about them?
- 2 Read the following extracts, which have been taken from various film reviews. Work with your partner to decide which of the films they are commenting on.

Extract 1
Let's not pretend this is anything more than a lightweight, feel-good family comedy. But the humour is sharp, the personalities likeable and it's easy on the eye, all of which make it the perfect holiday movie.

Extract 2
Actor Sam Worthington plays a disabled US marine of the future who is sent to distant planet Pandora, home of the Na'vi, the blue-skinned indigenous race whose homeland lies above a large deposit of a rare and valuable mineral. Worthington's job is to win them over.

Extract 3
Kate Winslet and Leonardo DiCaprio are convincing as a young couple in love, although at times the romance is overplayed and DiCaprio's character has little depth.

Extract 4
Although on one level it is a teen movie with great clothes and the kind of language parents will have difficulty understanding, it also says something about the value of loyalty and friendship in a way teenagers will swallow.

Extract 5
There is so much that is good about this film: the animation is outstanding; the voice work superb; the script hilarious and intelligent. It is a masterpiece that is not to be missed.

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6 Look at listening text B4.6 at the back of this book. Read the review and do the following activities:

1 Match each of the sections in the right-hand column to the appropriate paragraphs in the review:

Paragraph 1	a a short summary of the plot
Paragraph 2	b the reviewer's general opinion
Paragraph 3	c overview of the film
	d the message of the film
	e a reference to the film genre
	f comments on the performances
	g where the story comes from

2 Complete the gaps with words from the listening script.

a a _____ thriller (paragraph 1)
b another _____ performance in the role. (paragraph 2)
c played with _____ and _____ by Eva Green (paragraph 2)
d There is an _____ and unusually _____ conclusion. (paragraph 2)
e the film will _____ to those who (paragraph 3)

7 Talk to your partner about films you have seen. Use the words and phrases in the box.

Example: *In my view X gives a strong performance in Y, but the film moves too slowly.*

a masterpiece a dud action-packed moves slowly uninspired a strong performance
a weak performance breathtaking special effects a tense drama a tender romance

8 Write a review of a film that you have seen. It can be a film you like or dislike.

- Use the review of Casino Royale to help you.
- Write in paragraphs. Each paragraph should include the information given in exercise 6 above.
- Try to include words from the box in exercise 7.

9 Read the film reviews by other students in your class. Do you agree or disagree with them?

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Example-4: For the integration of Writing and Listening page 60-61 in unit three A3.4 **Writing:** Self-assessment in exercise-4 and exercise-5. (see Appendix-H)

Exercise-4: With your partner interview each other about your respective scores.

Exercise-5: After the interview, write a short self-assessment report on your own study skills.

4.3 Writing tasks in the textbook Alignment with Syllabus and Teachers' Guide

4.3.1 Teachers' guide and text book

According to Nunan's (1989) communicative tasks that hold, the researcher evaluated communicative tasks included in grade twelve English textbooks MOE (2003) in the previous sections goals, input, activities, Teachers and students roles, and setting. Similar to how the English teacher's guide for grade 12 MOE (2003) was evaluated using these criteria and the findings compared to the textbook. The teachers guide's writing task objectives were chosen by the researcher (see appendix-I). The researcher has provided the 2.15 of all textbook components with the teacher's guide after taking into account these goals (see appendix-K).

The textbook and teachers' guide are both aligned in this aspect of an objective because, according to the evaluation of alignment between the two materials, all of the objectives have performances. Alignment based on condition is inaccurate because conditions apply to 82.14 percent of the objectives in the textbook and 68 percent of the objectives in the teacher's guide. Measurement is present in 64.28 percent of the objectives in the textbook and 64 percent of the objectives in the teacher's guide, making them nearly equivalent in this regard. And the criteria in the textbook's objectives are 35.71 percent, while the criteria in the teacher's guide are 36 percent; therefore both are almost in agreement on this point. This demonstrates that, with the exception of the conditional objective, the performance, measurement, and criterion objectives are congruent with the two materials.

The input has been evaluated based on type when we see the output. In terms of input authenticity, 24 percent of the teacher's guide and 35.71 percent of the textbooks are real, compared to 64.29 percent of the textbooks and 76 percent of the teacher's guide that are inauthentic. This demonstrates that there are issues with the two materials' alignment.

In terms of activities, while 35.71 percent of the activities in the textbook have demonstrated their acceptability for group/pair work, 40% of the activities in the teachers' guide are appropriate for this type of work. This demonstrates that there are issues with material alignment. Regarding purposefulness there are 26 activities total that cover 92.86 percent in the students' textbooks and 17 activities that covers 68 percent in the teachers' guide. In terms of activity authenticity, 24 percent of the teacher's guide's activities and 35.71 percent of the textbook's activities are real. As a result, alignment in terms of activities between the two materials is not guaranteed.

In evaluating the responsibilities of the students, the researcher discovered that 35.71 percent of students in the textbook and 32.1% of students in the teachers' guide both had the opportunity to work in groups. It demonstrates that there is almost no alignment issue with the two materials. The fact that both materials have offered students 100 percent of the opportunity to play active roles in the evaluation shows that the materials are completely aligned at this point.

Teachers' roles have been identified as part of the alignment process; therefore 40 percent of the data from the teachers' guide and 32.14 percent of the communicative activities in the textbook have facilitator roles for instructors, respectively. In addition to this, 56% of the activities in the teacher's manual allow teachers to take on the role of observers, compared to

78.57% of the activities in the textbook. It demonstrates issues with both materials' alignment. In contrast, both resources are comparable in that they don't allow teachers to participate in a communicative task, and in this instance, they are in agreement. Setting has been the final aspect of the alignment process that the researcher has studied here. 56 percent of the tasks in the instructors' guide and 60.71 percent of the tasks in the textbook are suitable for independent work. The teachers' guide sets the total number of tasks suited for pair, group, and entire class at 36%, but the textbook sets it at 39.29%. The researcher can see from the evaluation that there were alignment issues.

4.3.2 Syllabus and textbook

The researcher has chosen writing task objectives from the syllabus (see appendix-J). The researcher has proposed the alignment of all textbook components with the syllabus MOE (2008) after taking into account these goals (see appendix-L).

Based on the assessment of alignment between the two materials, all of the objectives in the textbook and syllabus have been successfully completed; as a result, both are in line with this objective aspect. Alignment based on condition is inaccurate because conditions apply to 92.59 percent of the objectives in the syllabus and 85.71 percent of the objectives in the textbook. There is a misalignment in this element for measurement because measurement is included in 64.28 percent of textbook objectives and 51.85 percent of course objectives. Also, the teacher's guide's objectives for this element are practically identical to those in the textbook's objectives, which are 35.71 percent and 37.03 percent, respectively. This demonstrates that the other objectives (performance and criterion) are in line with the two materials, with the exception of the aim relating condition and measurement.

The input has been evaluated based on type when we see the output. In terms of input authenticity, the textbook and the syllabus both score 35.71 and 22.23 respectively. In addition, 64.29 percent of the textbook and 77.78 percent of the syllabus are inauthentic. This demonstrates that there is a difficulty with the two materials' alignment.

In terms of activities, 14.81% of those listed in the syllabus are appropriate for group or pair work, while 35.71% of those in the textbook have demonstrated their suitability for such work. This demonstrates that there are issues with material alignment. There are 96.29 percent of activities on the syllabus and 92.86 percent in the students' textbooks have purposefulness. In

terms of activity authenticity, 35.71percent of the activities in the textbook and 22.23percent of the syllabus are real. As a result, alignment in terms of activities between the two materials is not guaranteed.

While evaluating the roles of the students, the researcher discovered that 14.81% of students had the opportunity to work in groups in the syllabus and that 35.71% of students had the opportunity to work in groups in the textbook. It demonstrates issues with the two materials' alignment. At this stage of the review, the materials are completely aligned because both materials have offered students an entirely equal opportunity to take active roles.

Teachers' roles have also been identified as part of the alignment process, therefore a facilitator role has been assigned to 40.74 percent of the data derived from the syllabus and a facilitator or role for instructors in the textbook has been assigned to 32.14 percent of communicative tasks. In addition to these, teachers are allowed to participate in 78.57 percent of the activities in the textbook compared to only 55.56 percent of the activities in the syllabus. It demonstrates issues with both materials' alignment. In contrast, both resources are comparable in that they don't allow teachers to participate in a communicative task, and in this instance, they are in agreement. Setting has been the final aspect of the alignment process that the researcher has studied here. 74.07 percent of the tasks on the syllabus and 60.71 percent of the tasks in the textbook are suited to individual works. The total number of tasks suited for pairs, groups, and the entire class is 25.93% in the syllabus and 39.29% in the textbook on the other side of the setting. We can see from the evaluation that alignment issues have persisted.

4.4 Focus Group discussion Analysis

FGDs are an effective technique to bring together individuals with comparable backgrounds or experiences to explore particular topics of interest in order to collect useful data (Berelson, 1952). This is due to the fact that the information acquired comes from various viewpoints about a certain topic or issue after thorough deliberation among the participants with the researcher's leadership. Three male high school English teachers from the same school participated in the FGD for the current study. Every single one of them had second degree or MA in foreign language English and literature and also had taught more than ten years. The question posed by the researcher was thoroughly discussed throughout his facilitation role. Below is an analysis of the FGD data that was collected. They provided direct answers see appendix-C to the

queries. The researcher and the three participant teachers in the FGD took one hour and three minutes while they discussed.

1) How far do the communicative writing tasks of grade twelve English textbook aligned with teachers' guide and syllabus?

In this FGD the three teachers discussed together regarding the above question. They raised different ideas and exchange to the group. At last they conclude in some aspects the student's text book with syllabus and teacher's guide aligned. For example the goals/objectives in the student textbook aligned with syllabus and teacher's guide. However, the teachers said regarding the other component like the role of teacher's & student's, activities, input and setting are not aligned between student's text book, syllabus & teacher's guide. Therefore, they recommend to improve these three materials alignment or it should progress to keep the match of these materials regarding the five components of communicative language teaching theory according to Nunan(1989) framework.

2. To what extent are the writing tasks inviting for teaching writing?

The three (3) teachers engaged in a debate concerning the issue posed in the aforementioned question, exchanging a variety of opinions. Because the writing tasks do not offer correction instructions or feedback formats, they come to the conclusion that they are not particularly engaging for teaching writing. The exercises were made to be practiced in the form of straightforward activities without a structure in order to be used as a chore or activity. They said, "there are redundant writing tasks which makes the students boring. For example: formal letter, report and essay etc. are the most redundant tasks". Additionally, the writing activities provided in the textbook were not interesting enough to motivate students to put forth effort to express their ideas freely. The teachers also recommended that the writing exercises include motivational elements because motivated students are more likely to engage with and complete the writing exercises regardless of the techniques employed or the environment they are in. As a result, it is difficult to teach writing through these tasks, and as a result, learners might not be motivated to put in the effort necessary to learn to write.

3. To what extent does the writing task let individuals learn by themselves?

Students can learn individually or in groups. However, because the teacher is a necessary component in using the tasks, there is little opportunity for students to practice the skill independently with those materials because there are no provided means of assessing progress or indications/suggestions for correcting errors. As a result, there is no room for "self-teaching."

4. To what extent do you think the writing tasks consider students' background knowledge?

The teachers' discussions on the subject highlighted in the aforementioned question indicate that the majority of writing tasks involve topics and regions of analysis that are frequently connected to the surroundings that the students are from. Giving students the opportunity to write on topics they are familiar with can help them become better writers. They said that some writing exercises assign circumstances that are unfamiliar to the students' backgrounds, which may prevent them from freely expressing their opinions.

5. To what extent are the writing tasks integrated with the other three skills-reading, listening and speaking?

Each unit's writing tasks are extremely well integrated with the other skills since they frequently follow activities requiring those other skills, such as spoken grammar to a written exercise, reading or listening to taking notes or writing composition exercises. They also incorporate topic areas that draw on other activities for various abilities for prompts, examples, supporting facts, etc. For instance, reading books is frequently utilized as a kind of input (either as supporting details or prompts). Each unit in the textbook makes use of listening, reading, and writing abilities as input and speaking and writing skills as practice (output) for the material being learned.

6. How far do the writing tasks use authentic materials?

They completed all of the writing tasks while having a thorough conversation and expressing their thoughts in the manners listed below regarding real materials. The implementation of these materials lacked creativity and resulted in a forced dull activity that does not encourage students to pursue engaging themselves in doing the tasks, despite the fact that a

small number of authentic materials (taken from a real-world use application, news, etc.) are authentic.

7. How far are the goals of the writing tasks clear for both teachers and students?

Similar to this, the teachers discussed the aforementioned question and included their professional opinions. Goals (objectives) for both students and teachers were clearly stated at the start of each unit and in each part of every writing task, as it was stated in the majority of writing activities. They are listed in the syllabus and teacher's guide, specifically for teachers. Although from the perspective of the students, the tasks might not be anything more than a task they must complete, in some activities, only teachers can readily drive goals for the offered tasks (activities).

8. How far do the writing tasks provoke a high level of thought being in the context of the student's background?

The teachers in the FGD largely agreed that the writing sections of each unit's themes are quite simple and concentrate on the straightforward application of writing skills and discussion. The most popular subjects that don't need learners to put much effort into practicing the activities are brainstorming ideas. According to Krashen (1985), there should be some new information that learners have not previously encountered in the target language; in other words, the input should be at a level that is just a little bit higher than the students' ability to use it but at which they are still able to comprehend it. The writing tasks typically don't elicit deep levels of thought from learners given their underlying knowledge.

9. To what extent have the writing tasks include a pre-task, while task, and a post task?

The conversation made clear that the three phases are partially included. Other activities that are utilized as triggers fill in the pre-writing phase, which can be adequately addressed. While writing tasks are confined to ideation and writing itself, post-task activities are scarce. In actuality, the three steps are only occasionally included in writing exercises.

In conclusion, the FGD analysis of the discussion conducted by three (3) teachers under the direction or facilitation of the researcher reveals that the writing activities appear to lack motivational value (inviting) and provide little opportunities for students to practice the skills on their own. Even though the tasks largely take background information into account, some of the

activities still need to be modified. On the contrary, the duties and the other talents are closely related. However, there should be more genuine materials and good application of such materials. For both teachers and students, the goals are made very apparent. However, the subjects are rather simple, and the emphasis is on straightforward writing and debate techniques.

4.5. Questionnaire Analysis

A particular kind of research tool used to gather data from respondents is a questionnaire. It consists of printed or written questions and additional prompts. They are constrained by the requirement that participants be able to read the questions and provide answers. A closed-ended questionnaire was utilized in this study to collect information from the sample of 50 respondents. The respondents at this school are all grade twelve students. The researcher gave the sample of 50 students 50 questionnaires, and he obtained accurate responses from each one of them.

Table-14 Data gathered through questionnaire presents in the table below

No	Item	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Total
	i) Goals & Rationale:	5	4	3	2	1	
1	The writing tasks are appropriate to your proficiency (skill) level.	15 30%	23 46%	3 6%	6 12%	3 6%	50 100%
2	The writing tasks reflect the pedagogical rationale.	4 8%	8 16%	9 18%	19 36%	10 20%	50 100%
3	The writing tasks encourage you to apply classroom learning to the real world.	12 24%	16 32%	5 10%	12 24%	5 10%	50 100%
4	The writing tasks (activities) in each unit are interesting and motivating to do.	7 14%	10 20%	3 6%	18 36%	12 24%	50 100%
5	The objectives of the writing activities in your text book are clear for you.	15 30%	18 36%	10 20%	3 6%	4 8%	50 100%
	ii) Activities						
6	The writing tasks help you to make notes.	17 34%	17 34%	4 8%	7 14%	5 10%	50 100%
7	The writing tasks help you to write correct sentences	14 28%	24 48%	4 8%	6 12%	2 4%	50 100%
8	The writing tasks help you to use correct grammar in your sentence construction.	16 32%	20 40%	9 18%	3 6%	2 4%	50 100%

9	The writing tasks help you to organize ideas.	12 24%	21 42%	11 22%	3 6%	3 6%	50 100%
10	The writing tasks help you to communicate what you want to say.	5 10%	8 16%	8 16%	18 36%	11 22%	50 100%
11	The writing tasks engage you to write the essay	13 26%	9 18%	9 18%	12 24%	7 14%	50 100%
12	The writing tasks support you to write a letter(whether formal or informal)	13 26%	21 42%	7 14%	7 14%	2 4%	50 100%
13	The writing tasks are motivating you to write a report on something.	9 18%	15 30%	10 20%	9 18%	7 14%	50 100%
14	The writing tasks are appropriate to the goal of the task	10 20%	27 54%	3 6%	2 4%	8 16%	50 100%
15	The Writing activities are designed in a way which will allow learners to communicate and cooperate in groups	6 12%	8 16%	5 10%	22 44%	9 18%	50 100%
16	The writing tasks in your text book consider the students' background knowledge.	11 22%	14 28%	8 16%	8 16%	9 18%	50 100%
17	The writing tasks in the text book raise high level of thought in considering the students background knowledge	4 8%	7 14%	13 26%	18 36%	8 16%	50 100%
18	The writing tasks (activities) in your text book have clear instructions	13 26%	23 46%	4 8%	5 10%	5 10%	50 100%
	iii) Input						
19	The writing activities in the text book are clear enough for you to express your ideas without any difficulty about the situations given	3 6%	15 30%	9 18%	16 32%	7 14%	50 100%
20	The writing tasks in the text book are presented with clear and enough contexts (clues) or situations.	10 20%	16 32%	10 20%	8 16%	6 12%	50 100%
	iv) Role						
21	In the writing section, your role is clearly stated	13 26%	20 40%	8 16%	6 12%	3 6%	50 100%
22	In the writing tasks, your role is appropriate.	14 28%	25 50%	6 12%	4 8%	1 2%	50 100%
	v) Setting						
23	The writing activities are suitable for discussion and writing in pair or group.	4 8%	5 10%	7 14%	22 44%	12 24%	50 100%
	vi) Integration						
24	The writing tasks are presented about or integration with the other three skills (reading, listening & speaking).	13 26%	23 46%	8 16%	6 12%	0 0%	50 100%
25	The writing tasks engage you to discuss about what you think of the given topic and your note.	15 30%	14 28%	8 16%	8 16%	5 10%	50 100%

26	The writing tasks support you to help each other and get peer feedback	8 16%	22 44%	7 14%	10 20%	3 6%	50 100%
27	The writing tasks give you a chance to write draft, get comment and write the final draft.	6 12%	14 28%	10 20%	11 22%	9 18%	50 100%
28	The writing tasks opens a way to take notes and write summary	11 22%	19 36%	8 16%	7 14%	5 10%	50 100%

i) Goal and Rational

Item-1 in the above table was attempted to get the data regarding the writing tasks appropriateness to the learners' proficiency (skill) level. The sampled respondents shows 30% (strongly agree), 46%(agree), 6%(undecided), 12%(disagree) and 6%(strongly disagree). Therefore it is possible to say that 76% of the respondents show the writing tasks are appropriate to their proficiency (skill) level so there is no big problem regarding this item. The rest 6% respondents failed to show their judgment.

Item-2 The students were required to offer information regarding the writing tasks are reflecting the pedagogical rational. The sampled respondents shows 8%(strongly agree), 16%(agree), 18%(undecided), 38%(disagree) and 20%(strongly disagree). Therefore More than half of the respondents 58% do not agree regarding writing tasks reflecting the pedagogical rational. This implied that the writing tasks were reflecting based on real world situation. That means the writing tasks have positive effect on the learners.

Item-3 in the above table was attempted to get data regarding to what extent writing tasks are encouraged learner to apply classroom learning to the real world. The sampled respondents shows 24% (strongly agree), 32% (agree), 10% (undecided), 24%(disagree) and 10(strongly disagree). More than half 56% of them indicated that it encourages them to apply classroom learning to the real world. However, 10% of them undecided because of their own reason. The rest 34% of them shows that they didn't feel encourage by writing tasks. Therefore it needs improvement regarding this part.

Item-4, Writing involves more consideration than the other skills because it tests a person's fundamental mental processes. Students tend to avoid writing tasks because of this. Writing tasks ideas must therefore be very interesting and compelling in order to capture students' attention and motivate them to complete the tasks. Yet, the information gathered from the students during the writing task for the grade twelve (12) textbook does not demonstrate this.

60% of respondents, or 36% and 24%, indicated that they did not agree or strongly disagree with the themes. Only 34% of respondents say they are at ease with it. The remaining 6% remained silent. This indicates that the majorities of students are not finding the writing tasks enjoyable and are lacking in the desire to write. Therefore, the writing tasks in this textbook have uninviting topics.

Item-5 It is advised that learners be given activities with a specific goal in mind because this will help them understand what they are working toward. If they are aware of this, they can increase their efforts to bring about the desired transformation. Instead of advancing mindlessly in pursuit of what they want to do, it motivates them. In this regard, the writing exercises in the textbook are often appreciated. Most students may easily understand the objectives. According to the statistics gathered, 66% of the learners are not perplexed by the tasks' aims. The remaining 14% of respondents who chose to disagree and strongly disagree might still be addressed; however 20% of them chose not to express their opinions.

ii) Activities

Item-6 the students were required to provide information regarding the writing tasks helped them to make note. The sampled respondents decision shows 34%(strongly agree), 34%(agree), 8%(undecided), 14%(disagree) and 10%(strongly disagree). This implies 68% of them agreed on it so there is no big problem here.

Item-7 in the above table was attempted to get the data regarding writing correct sentences. The respondents shows 28%(strongly agree), 48%(agree), 8%(undecided), 12%(disagree) and 4%(strongly disagree). More than half of them 76% shows that writing tasks are helped them to write correct sentences. So there is no big problem here.

Item-8 in the above table requires the respondents to give their responses concerning using correct grammar in their sentence correction. The respondents shows 32%(strongly agree), 40%(agree), 18%(undecided), 6%(disagree) and 4%(strongly disagree). This shows that 72% of them decide on the writing tasks are helped them to use correct grammar in their sentence formation. Therefore there is no big problem here.

Item-9 is about the writing tasks are helped them to organize ideas. According to the above table the respondents shows 24%(strongly agree), 42%(agree), 22%(undecided), 6%(disagree) and 6%(strongly disagree). This implies that 68% of them decided on the writing

tasks are helped them to organize their ideas and the rest 22% of them undecided because of their own reason.

Item-10 the students were asked that the writing tasks are helped them to communicate what you want to say. Thus 36% of them said that they were agree(10%= strongly agree, 16%=agree). On the other hand 36%(disagree) and 22%(strongly disagree) respondents responded that writing tasks does not help them to communicate what they want to say. Therefore the writing tasks lack design accuracy. That means it needs improvement. However the rest 16%(undecided) because of their own reason.

Item-11 the students were asked about the writing tasks are engaging them to write essay. Among the respondents 26%(strongly agree), 18%(agree), 18%(undecided), 24%(disagree) and 14%(strongly disagree). This implies 44% of them decide on agree and 38% of them decide on disagree. The rest 18% undecided because they might not understand the question properly or giving response carelessly and/or they may have their own reason. To conclude this majority respondents decide on the writing tasks are engaging them to write essay. So there is no big problem here.

Item-12 in the above table was attempted to get the data regarding the writing tasks are supporting you to write a letter (whether formal or informal). The sampled respondents shows 26%(strongly agree), 42%(agree), 14%(undecided), 14%(disagree) and 4%(strongly disagree).Therefore it is possible to say that 68% of the respondents shows the writing tasks are helped them to write letter. So there is no big problem regarding this item.

Item-13 the students were required to offer information regarding the writing tasks are motivating you to write a report on something. The sampled respondents shows 18%(strongly agree), 30%(agree), 20%(undecided), 18%(disagree) and 14%(strongly disagree). This implies 48% of the respondents have positive response on motivation of the writing tasks. On the other hand 32% of the respondents decide on disagree but still there a problem because both groups are below 50%. This shows it needs improvement to satisfy the disagree group.

Item-14 in the above table requires the respondents to give their responses concerning on the writing tasks are appropriate to the goal of task. The respondents shows 20%(strongly agree), 54%(agree), 6%(undecided), 4%(disagree) and 16%(strongly disagree). Therefore it is possible to say 74% of them decide on positively regarding the appropriateness to the goal of the task. So there is no design accuracy limitation here.

Item-15 it is the writing activities are designed in a way which will allow learners to communicate and cooperate in groups. The sampled respondents shows 12%(strongly agree), 16%(agree), 10%(undecided), 44%(disagree) and 18%(strongly disagree). This implies majority of the respondents 62% of them are not agreed regarding the design accuracy related to writing tasks opens a way to communicate and cooperate in groups. That means most of the activities are focused on individual work. Therefore writing tasks in grade 12 English textbook needs design improvement.

Item-16 It is suggested that tasks that call for students to generate ideas be based on their prior knowledge. Due to their prior knowledge, they were able to delve deeper and use more sophisticated thinking because of it. In other words, learning simply broadens what has already been learned as input. Unfortunately, there is a significant gap in this textbook's writing exercises that must be filled in order to engage the 34% of disappointed students. Treating only half of the students or 50% while ignoring the others is a failure since all students are expected to be involved. 16% of the remaining students are unaffiliated. Consequently, the tasks' design needs to be carefully reviewed.

Item-17 Knowing information is simply one aspect of learning; another is elevating the level of thought and developing problem-solving skills. As a result, tasks are widely utilized in the classroom to encourage students to think critically. Being a task, however, is insufficient to promote deep reflection. It necessitates a rational and meticulous design that is based on the students' prior knowledge. It needs to be a little tough because they need to use all of their energy and critical thinking, which helps them reach a high level of cognition, in order to communicate their opinions on the themes that have been presented or find a solution. The writing tasks in the grade 12 textbook, however, appear to be constructed in a way that promotes a lesser level of thought. Students are required to complete tables, construct sentences, provide succinct responses, and other tasks. Table-14 above shows that, with the exception of 22% of the sampled students, 52% of the tasks' design is disliked by the students. Nonetheless, 26% of them neglected to state their choice. Thus, this data gap suggests that the tasks do not promote deep thought.

Item-18 The information received from respondents of the table above demonstrates that the writing activity instructions in the textbook are quite clear and do not cause students to have understanding difficulties. Strongly agreeing, agreeing, disagreeing, and strongly disagreeing

were the responses of 26%, 46%, 10%, and 10% of the sampled respondents, respectively. For their own reasons, the remaining 8% failed to demonstrate their judgment. As a result, 72% of the students are not assumed to have been misled by the task's quality of instruction while engaging in writing practice. Because it does not prevent understanding, clarity in the instruction of writing tasks in the textbook is not a major issue, even though it could only dissatisfy 20% of the students.

iii) Input

Item-19 For both teachers and students, the textbook serves as a primary resource. Its significance, particularly for students, cannot be overstated because it serves as both a resource for knowledge and a manual for exercise in merely constructing scenarios. If so, it is intended that the exercises will be simple and straightforward enough for the students to complete them alone. Writing tasks, according to the statistics in the table-14 above, are not very effective in terms of the situation's clarity and individual practice because it is effective for 36% of students. While 46% find it difficult and, 18% are unable to make a decision. This shows that there is still a lot of work to be done to clarify the issue and meet the needs of individuals who are disappointed.

Item-20 The most crucial method to employ in the teaching and learning process, particularly when performing chores, is a game called Clue. The fundamental benefit of its presence is that it keeps pupils on course and paves the path they planned to travel. There would be a very minimal chance of losing the position if there were sufficient hints. Also, self-confidence helps with success. The clues in the writing exercises in this textbook satisfy 52% of the students in this area, while 28% of them have not yet, as shown in table-14 above. 20% of the students are still unsure. Hence, it is not sound to conclude that the hints provided for the activities are clear enough in presenting directions to the students. A little more than half of the students could be aided. So people who are clueless must possess it in order to be more at ease for independent practices.

IV) Role

Item-21 the students were asked that in the writing section their role is clearly stated or not. The selected respondents shows 26%(strongly agree), 40%(agree), 16%(undecided),

12%(disagree) and 6%(strongly disagree). It is possible to say 66% of them agreed on the role is clearly stated. Therefore there is big limitation here.

Item-22 is about to check in the writing tasks their role is appropriate or not. The selected respondents shows 28%(strongly agree), 50%(agree), 12%(undecided), 8%(disagree) and 2%(strongly disagree). This implies majority of the respondents 78% of them are agree on the role of the students in the writing tasks are appropriate. Therefore there is no a big problem here.

V) Setting

Item-23 It is strongly advised to use group and pair work, conversations, and other active learning techniques to demonstrate student engagement in the lesson's activities and problem-solving. Consequently, activities to be used must provide the students with such possibilities so that they would be actors in the process of learning, only sharing thoughts and experiences with one another. Regarding the goal task, just 18% of respondents expressed a favorable opinion of its fit for group, pair, and discussion work. The percentage of those who are dissatisfied or disagree with it is 68%, which is much higher than the 14% who are neutral. This information made it possible for us to identify areas where the activity needed to be improved in order to be engaging for all students.

VI) Integration

Item-24 According to scholars, language is taught effectively by combining the abilities because they complement one another and even one can dare to claim that they are inseparable. Hence, language instruction materials must address all four skills at once; for example, writing tasks must encourage reading, speaking, and listening. The writing tasks in the grade twelve (12) textbook have this as one of its strong points. As evidenced by the statistics in the table, roughly 72% of respondents have seen this strength while just 12% of the students in the sample are opposed to it. Indecisiveness has persisted among the remaining 16% of voters. In conclusion, the tasks are beneficial for integrating skills, even if they still require improvement to involve all students equally.

Item-25 in the above table was attempted to get the data regarding the writing tasks engage them to discuss about what they think of the given topic and their note. The sampled respondents 30%(strongly agree), 28%(agree), 16%(undecided), 16%(disagree) and 10%(strongly disagree). This implies 58% of them are strongly agree and agree together

strengthens the support for activities which have discussion on the given topic with the students note together. This shows there is integration of writing skill with speaking, listening and reading together. Therefore there is no a big problem here.

Item-26 the students were required to offer information regarding the writing tasks supports them to help each other and get peer feedback. The selected respondents shows 16%(strongly agree), 44%(agree), 14%(undecided), 20%(disagree) and 6%(strongly disagree). This means more than of the respondents 58% of them agree regarding writing tasks support them to help each other and get peer feedback. The rest 26% sat on disagree because there are some exercises which have not integration beyond this so it is not enough. Therefore it needs improvement in the design of writing task to satisfy the students who discourage on this.

Item-27 in the above table was attempted to get the data regarding the writing tasks give you a chance to write draft get comment and write final draft. The sampled respondents shows 12%(strongly agree), 28%(agree), 20%(undecided), 22%(disagree) and 18%(strongly disagree). That means together disagree & strongly disagree 40%. This implies there are some exercises which give a chance to write draft, get comment and write final draft but those are not sufficient. Still it needs improvement in the design of writing tasks considering this.

Item-28 is a final item in the above table of questionnaire and it is about writing tasks opens a way to take notes and write summary. The sampled respondents shows 22%(strongly agree), 38%(agree), 16%(undecided), 14%(disagree) and 10%(strongly disagree). This implies more than half of the respondents 60% decide on writing tasks open a way to take notes and write summary. However to satisfy the rest 24% of the respondents it needs additional activities. Therefore there is no a big problem here.

Conclusion: The findings of the questionnaire analysis show that although if most of the writing-related exercises do not appear to be particularly pleasurable or inspiring, the textbook's instructions are quite detailed. In addition, although the situations presented in the writing activities are understandable to 50% of the sampled students, more needs to be done to make them completely understandable for all students. However, since only 18% of the students are satisfied with the tasks, they are unfair for group or pair work and require special attention to be addressed. On the other hand, the objectives are clearly outlined in order to prevent students from being confused about what to accomplish, how to do it, or why. Only half of learners' or 50% previous information is taken into account while discussing background knowledge, and the

other half is not yet. The writing tasks also only cover topics like rehearsing simple fact statements, finishing a text, etc. rather than challenging learners' abilities to think critically and creatively. Moreover, the tasks' hints are not sufficiently clear. They are really interested in the other skills, though.

4.6 Discussion and summary of the findings

The following analysis and discussion was conducted on the results of the three research tools: content analysis, focus group discussion, and questionnaire. First, the researcher categorized related inquiries from content analysis, focus group discussions, and questionnaires into the five main categories of goals (objectives), input, actions, roles, and settings for communicative tasks. The results were then broken down into their component parts and discussed in light of Nunan's (1989) checklist.

4.6.1 Goals (objectives)

Regarding the goals of the writing tasks, the data from the content analysis showed that although they lacked variety and some of them were occasionally repeated, the majority of the goals in the writing activities were clearly stated in the textbook, teachers' guide, and syllabus. However, a few of the criteria for good objectives are not met by the majority of objectives. Even though several activities' objectives could only be driven by experts (teachers) from the offered writing tasks, focus group participants agreed in their discussion that many of the task goals were established clearly. In a similar vein, results from the questionnaire analysis showed that 66% of respondents (learners) supported making the task objectives clear. In this sense, the three tools produced largely comparable results, which satisfy one of Nunan's (1989) criteria for communicative tasks.

4.6.2 Input

The results of the tasks' inputs are listed below. In terms of authenticity, the content analysis's findings show that just 35.71% of the tasks require authentic inputs, while the remaining 64.29% of the tasks do not. A few materials, according to data from the FGD, include authentic text that was obtained from a real-world use or application, the BBC, etc. However, the way these materials (texts) were implemented lacked creativity and resulted in a forced dull activity that did not inspire students. Due to a lack of appropriate authentic materials or inputs, it

is evident from the tools above that the items used as inputs do not provide pupils with enough knowledge.

According to the findings of the content analysis, the majority of the texts used as inputs are well-known to the learners in terms of background knowledge, contexts, and cues. In a similar vein, findings from the FGD reveal that themes and circumstances are largely related to and known to the students' home settings. According to the results of the survey, 52% of the learners (respondents) observed that the input was familiar and clear in terms of context clues and background knowledge, while the other 28% lacked clarity.

4.6.3 Activities

Important conclusions have also been made in respect to the writing task's activities. In terms of the writing skill exercises' to motivate students to write, content analysis results indicate that just 42.86% of the exercises in the textbook do so, while 57.14% are uninteresting. They debate during the FGD that some of the exercises are not particularly engaging to teach. Similar to the second tool, the third tool's results show that just 34% of the respondents are familiar with it, while the other 54% are uninterested. The three techniques collectively demonstrate that the writing exercises in the textbook largely lack motivational values. In addition, the degree to which the writing exercises are integrated was examined. In support of this, the data from the content analysis FGD demonstrates how seamlessly the tasks are woven together. Unexpectedly, 72% of the respondents to the third instrument reported having seen the tasks merged. So, for communicative tasks, this is the criteria that are best met.

The activities' inclusion of high-level of thoughts themes was also examined. Accordingly, data from content analysis and focus group discussions (FGD) show that topics and contexts are largely restricted to the straightforward use of writing and discussions rather than raising or providing situations for the practice of high level thought, such as arguing for or against logical reasoning and persuading others through writing. The third tool once more demonstrates that just 22% of learners (respondents) support topics that raise or provide situations for the exercise of high level thought, while the remaining 52% are not given such topics. These parallels show that the textbook's subjects and circumstances are restricted to the straightforward use of writing and discussion.

The addition of task stages like pre-tasks, while-tasks, and post-tasks is another important consideration. In light of this, the data from the content analysis shows that only 42.86% of the activities have the three periods or stages of tasks. In a similar vein, the second tool demonstrates that some writing tasks only comprise the stages in a very restricted way. Although there is no question regarding stages of tasks in the questionnaire, it is reasonable to conclude that most tasks are relatively limited in their inclusion of the three phases of tasks because the two main tools produced results that were comparable.

Finally, the research tool of content analysis is used to evaluate the activities in terms of meaningfulness, real wordiness, and purposefulness. Data from content analysis shows that 92.86% of the tasks have communicative goals (purposefulness) that transcend beyond classroom activities, 75% of the writing activities meet the real wordiness requirement, and 64.29% of them support the principle of meaningfulness. As a result, the three of them substantially meet the principle of communicative tasks.

4.6.4 Roles

In terms of roles, the content analysis findings showed that the textbook, teachers' guide, and syllabus largely explain the roles of students and teachers in a clear and concise manner. Yet, as indicated in table 6, several of the writing parts do not explicitly or at all specify the roles of the teacher and the students. In contrast, data from the FGD shows that several of the activities allow students to practice them both individually and in small groups. In this regard, the third tool questionnaire discloses that 66% of respondents mention the clarity of roles along with the conditions supplied to convey while the learners are carrying out the actions. Also, more than 72% of respondents believed that each activity's instructions were very clear, making it easier for duties to be performed. As a result, even though there are some tool differences, it is safe to claim that the roles of students and teachers are largely understood.

4.6.5 Setting

The fifth element of the communication task that will be examined in this article is the setting. Data from the content analysis about the suitability of the writing activities for pair or group work reveals that 35.72% of the writing activities are suitable or convenient for pair/group work. Similar to this, the FGD's findings show that some writing tasks lend themselves to group

and pair work while still encouraging students to complete tasks independently. Also, according to the questionnaire results, 18% of students said that the tasks in the textbook are appropriate for pair and group work. Finally, it is recommended that classroom arrangements be flexible rather than fixed to allow task participants to employ various settings in various learning contexts and those teachers' duties be dynamic in order to manage class modes. So, while merging different modes, careful thought should be given to the environment or structure of the class.

4.7 Integration

According to Richards (2001), writing should be treated equally with reading, listening, and speaking so that practitioners could develop their abilities more quickly and appropriately. To integrate listening, reading, and speaking skills with writing skill listening diary, getting comments, summarizing, taking notes, giving comments, discussing the given topic, etc. are very important. Therefore these grade 12 English textbook writing tasks are integrated with other skills because the researcher arrived at decision with the help of the three tools. In content analysis reading with writing skills have high integration amount of 78.57% and the rest of the listening, and speaking skills are equally integrated with writing skill tasks in the amount of 60.71%. In the same way, the third tool student questionnaire also shows certainty in the amount of 72% of the respondents agreeing on the integration. This shows that there is no big problem here but the integrative tasks for each of the skill are not equally and fairly distributed and still it needs some more improvement in the design of tasks to treat the integration of writing tasks with other skills equally. For example, the respondents in item-27 show that 40% only agreed on it this means it lacks giving a chance to write a draft, get comments, and write a final draft.

4.8 Textbook Alignment with Syllabus and Teachers' Guide

Alignment between the textbook, the teacher's guide, and the syllabus have also been evaluated in this study. The communicative tasks' components have been outlined by Nunan (1989). Both have been evaluated and compared for alignment based on these components. As a result, there are now fewer points on which both sides have been aligned, such as fulfilling a subject or performing well, which can inform students and teachers about who will be able to complete a task and what the learner will be able to do in terms of objectives. Richards (2006), Nunan (1989), and Littlewood (1981) have all emphasized the value of students' active participation. Hence, it is crucial to take into account students' active participation while

designing course materials; as a result, by giving students this option, the syllabus, and teacher's guide are considered to be similar to a textbook. When it comes to a different element, the teacher has three key responsibilities, particularly in a communicative classroom. The first is to facilitate the conversation, the second is to participate, and the third is to be an observer and learner (Littlewood, 1981). The textbook has been aligned with the other three reviewed materials in this evaluation by not including the teacher's role as a participant. However, the study has shown that there are problems with alignment in many of the communicative task components between the textbook and teachers' guides as well as between the textbook and syllabus.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusions

The main objective of this study was evaluating the design accuracy of writing tasks in grade twelve English textbook and checking its alignment with the teacher's guide and syllabus in the light of the current theories of communicative tasks by using Nuna's (1989) framework. This research paper takes into account both the checklist for grading tasks as well as the components of tasks (goals, inputs, activities, roles and setting). The results demonstrate that elements of the curriculum that are not intended to foster students' communicative competence have been noticed, and alignment issues between the textbook, syllabus, and teachers' guide have also been noticed.

The majority of the writing tasks included in grade 12 English textbook do not meet many of the criteria listed in the checklist (criteria for evaluating communicative tasks), which enable students to communicate through writing inside and outside of the classroom, according to the findings from the three research tools, including content analysis, focus group discussions, and questionnaires. Therefore, based on the study's findings, the following conclusions have been drawn.

- Although the writing activities lack variation and occasionally repeat themselves, the goals (objectives) are defined in the textbook for both students and teachers. Besides the materials used as input are well-known to the students and cater to their requirements and interests. However, they do not supply adequate knowledge to the learners because of a shortage of real content (authentic materials) and a few of the criteria for good objectives are not met by the majority of objectives.
- The tasks in the textbook satisfy the principles of meaningfulness, real wordiness and purposefulness but they lack motivating values, suitability of tasks for pair/group work, activity authenticity, and diversity. They are also severely lacking in themes that require deep thought as well as a pre-task, while-task, and post-task (stages of tasks).
- Not just in the textbook but also in the teacher's guide and syllabus, the roles of the students and teachers are made very clear. The only tasks that teachers perform are counseling, facilitating, and guiding. The teaching roles are, however, either not clearly

or at all stated in a few exercises. For both the teacher and the students, they are occasionally repeated.

- Most writing activity settings are variable rather than preset, allowing task participants to employ various settings in various learning scenarios, making them appropriate for pair, group, or individual work. But more than half of them are supporting individual work that means the writing tasks are inappropriate for pair and group work.
- There is integration between writing tasks and other skills more than half percent but the integrative tasks for each of the skill are not equally and fairly distributed and still, it needs more things to include in the writing task integration design. These are for example project work, role play, classroom interviews with note-taking activities, journal writing, dictating some note, listen and write in to their note, read aloud what they have written, open ended respond, predicting, predicting, responding to a quote, take note, by recording spoken messages to each other and formulating written responses, retelling etc.
- There are restrictions on how the textbook and syllabus align, as well as the teachers' guide. The lack of alignment in the two materials' communicative task components is evident when they are compared to the textbook.

5.2 Recommendations

The researcher of this study thinks that the writing tasks in the textbook need to be reviewed in light of the study's findings. The following suggestions have been made with this in mind.

- Curriculum or syllabus designers, teacher's guide and textbook writers should consider the inclusion of the five basic components of communicative tasks (goal, input, role, activity and setting) in the student's textbook. They also have to include pleasing features in the activities in order to promote the learners' writing skills.
- For the purpose of choosing writing tasks (activities) and the subjects on which to base them, material developers must do research on the needs and interest (preferences) of the target audience (students). They should also incorporate circumstances, backgrounds, etc., that capture learners' attention and motivate them to work hard.
- In order to encourage and support students in using writing to communicate within and outside of the classroom, teachers should strive to make some changes to the writing tasks.

- The roles that students are expected to play as well as any approaches or strategies for fostering independence and confidence in learners should be made plain to them.
- There should be more real-world (authentic) inputs in the textbook, and teachers and students should be able to clearly understand their aims. Thus, textbook authors ought to take it into account.
- Designing roles, activities, and setting with learners working in pairs or groups in mind will enable them to spend more time on communicative tasks where they may exchange ideas and receive feedback. Writers of textbooks should concentrate on it.
- The integrative tasks of other skills with writing skill should be distributed equally and add more integrative tasks in the task design of writing skill.
- The syllabus and teacher's guide must correspond (aligned) with the textbook. In order to enable teachers use the teachers' guide in conjunction with the textbook, the textbook should be developed in accordance with the syllabus.
- Further studies on other skills (i.e. listening, reading & speaking), attitudes and implementation of communicative tasks should be conducted on the grade twelve and other grade level students' textbook.

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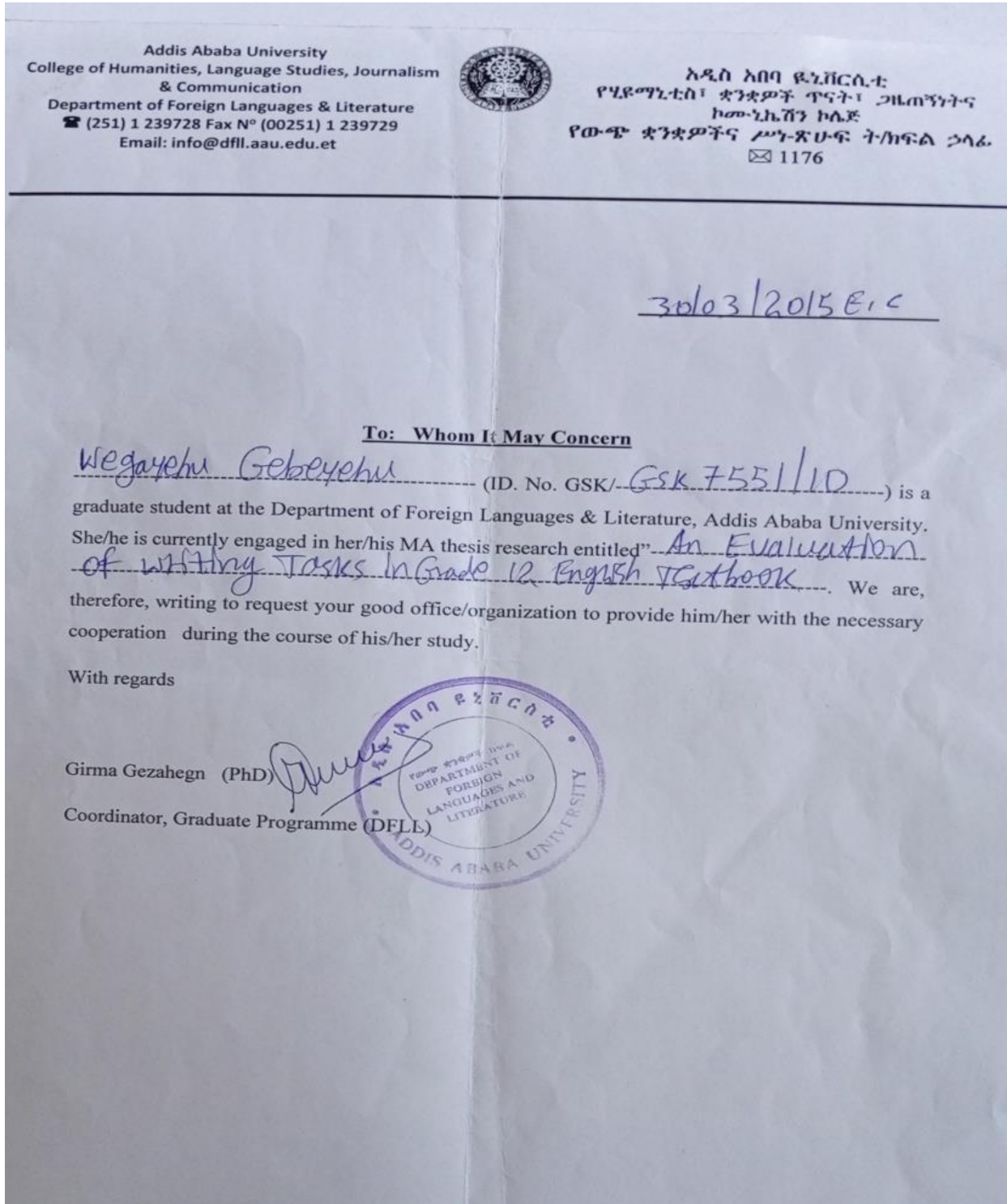
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Appendix-A

Letter of Permit from Addis Abeba University to Collect Data



Appendix-B

A checklist for evaluating communicative tasks

1. Goals

- ❖ Does the goal of the task contain all the components of a good objective?
- ❖ To what extent is the task goal or goals of the task obvious to students and teachers?
- ❖ To what extent does the task reflect a real world or pedagogic rationale? Is it appropriate?
- ❖ To what extent does the task reflect formal or functional writing skills?
- ❖ Does the task encourage learners to apply classroom learning to the real world?
- ❖ Is the task likely to be interesting and motivating to the students/

2. Input

- ❖ What type does the input take?
- ❖ Is it authentic?
- ❖ If not, is it appropriate to the goal of the task?

3. Activities

- ❖ Are the activities appropriate to the communicative goals of the task?
- ❖ If not can they be modified to make them more appropriate?
- ❖ Is there an information gap or problem which might prompt a negotiation of meaning?
- ❖ 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?

4. Roles

- ❖ What learner and teacher roles are inherent in the task?
- ❖ Are they appropriate?

5. Setting

- ❖ What levels of complexity are there in the classroom organization implicit in the task?
- ❖ Is the setting confined to the classroom?
- ❖ Does the setting prompt group and pair work activities?

6. Integration:

- ❖ Are the ranges of macro skills integrated into the sequence of tasks?
- ❖ If not, can you think of ways in which they might be integrated?
- ❖ At the level of the unit or lesson, are communicative tasks integrated with other activities and exercises designed to provide learners with mastery of the linguistic system?

Adapted from David Nunan (1989)

Appendix-C
Addis Ababa University
School of Graduate students
Department of foreign language and literature
Focus Group Discussion Questions for teachers

Dear teachers,

The following questions are primarily intended to collect information for the study "An Evaluation of Writing Tasks Presented in Grade 12 Textbook." Your information will only be used for research purposes. Your truthful responses are of the utmost importance to the study's outcome.

I sincerely appreciate your cooperation in advance.

The researcher will coordinate or facilitate a focus group of three teachers and will pose the following questions for their discussion.

- 1) How far do the communicative writing tasks of grade twelve English textbook aligned with teachers' guide and syllabus?
- 2) To what extent are the writing activities (tasks) inviting for teaching writing?
- 3) To what extent the writing tasks let individuals learn by themselves or in group?
- 4) To what extent do you think the writing tasks consider the students' background knowledge?
- 5) To what extent are the writing tasks integrated with the other three skills reading, listening and speaking?
- 6) How far do the writing tasks use authentic tasks?
- 7) How far are the goals of the writing tasks clear for both teachers and students?
- 8) How far do the writing tasks provoke high level of thought being in context of students' background?
- 9) To what extent have the writing tasks included a pre-task, a while-task and a post-task activity?

Appendix-D
Addis Ababa University
School of Graduate students
College of Humanities, Language Studies, Journalism and Communication
Department of Foreign Languages and Literature
Students' Questionnaire

Dear students,

This questionnaire is designed for the purpose of gathering data regarding “An Evaluation of writing tasks presented in Grade 12 English textbook that you are taking currently. Thus, your genuine response to the questions will have a significant contribution for the accomplishment and success of this study. As a result, I would like to request you to read (attempt) all the question items carefully and give your genuine responses for each of them provided below.

Notice: *you do not need to write your name on this questionnaire.*

Thank you very much for your cooperation!

Part -1: Students Profile

Direction- 1.1: *The following items are designed for you to provide your personal information accordingly. Please, go through each of them and provide the appropriate information about yourself by putting a tick (✓) mark on the space provided.*

Sex: Male Female **Grade & Section** _____
Age: 18- 23 24- 28 29-33 above 33

Part-2: Questionnaire on the five components of writing tasks in the current theories of communicative tasks using Nuna’s (1989) framework.

Direction-2.1: *Read each item carefully and then give your opinion by putting a tick (✓) to words your choice in each box. The range is form “strongly Agree to” strongly Disagree”. Please, put a tick (✓) only once for each of the question items.*

Key: 5= Strongly Agree, 4 = Agree, 3= undecided, 2= Disagree, 1= strongly Disagree

No	Item	5	4	3	2	1
	i) Goals & Rationale:					
1	The writing tasks are appropriate to your proficiency (skill) level.					
2	The writing tasks reflect the pedagogical rationale.					
3	The writing tasks encourage you to apply classroom learning to the real world.					
4	The writing tasks (activities) in each unit are interesting and motivating.					
5	The objectives of the writing activities in your text book are clear for you.					
	ii) Activities					

6	The writing tasks help you to make notes.						
7	The writing tasks help you to write correct sentences.						
8	The writing tasks help you to use correct grammar in your sentence construction						
9	The writing tasks help you to organize ideas.						
10	The writing tasks help you to communicate what you want to say.						
11	The writing tasks engage you to write the essay.						
12	The writing tasks are support you to write a letter(whether formal or informal).						
13	The writing tasks are motivating you to write a report on something.						
14	The writing tasks are appropriate to the goal of the task.						
15	The Writing activities are designed in a way which will allow learners to communicate and cooperate in groups.						
16	The writing tasks in your text book consider the students background knowledge.						
17	The writing tasks in the text book raise high level of thought in considering the students' background knowledge.						
18	The writing tasks (activities) in your text book have clear instructions						
	iii) Input						
19	The writing activities in the text book are clear enough for you to express your ideas without any difficulty about the situations given						
20	The writing tasks in the text book are presented with clear and enough contexts (clues) or situations.						
	Iv & v) Role & Setting						
21	In the writing section, your role is clearly stated						
22	In the writing tasks, your role is appropriate.						
23	The writing activities are suitable for discussion and writing in pair or group.						
	vi) Integration						
24	The writing tasks are presented about or integration with the other three skills (reading, listening & speaking).						
25	The writing tasks engage you to discuss about what you think of the given topic and your note.						
26	The writing tasks support you to help each other and get peer feedback.						
27	The writing tasks give you a chance to write the draft, get comment and write final draft.						
28	The writing tasks open a way to take notes and write summary.						

Thank you very much!

Appendix-E

አዲስ አበባ ዩንቨርሲቲ
የድህረ ምረቃ ትምህርት ቤት
የሂደተ-መሥሪያ ቤቶች፣ ጥናት፣ ጋዜጠኝነትና ኮሚኒኬሽን ኮሌጅ
የውጭ ቋንቋዎች እና ሥነ ጽሑፍ ትምህርት ክፍል
የተማሪዎች መጠይቅ

ውድ ተማሪዎች

ይህ መጠይቅ የተዘጋጀው መረጃን ለመሰብሰብ ዓላማ ነው። በአሁኑ ጊዜ እየተማራችሁበት ባለው በ12ኛ ክፍል የእንግሊዘኛ መማሪያ መጽሀፍ ላይ የቀረበው “የጽሁፍ ተግባራት ግምገማ” ላይ ነው። ስለዚህ፣ ለጥያቄዎቹ የምትሰጡኝ እውነተኛ ምላሾች ለዚህ ጥናት ስኬት ትልቅ አስተዋፅዖ ይኖረዋል። ሁሉንም የጥያቄ ዓይነቶች በጥንቃቄ በማንበብ ለእያንዳንዳቸው እውነተኛ ምላሾችሁን ከዚህ በታች እንድትሰጡ በትህትና እጠይቃለሁ ።

ማሳሰቢያ፡ በዚህ መጠይቅ ላይ ስማችሁን መጻፍ አያስፈልግም።

ስለ ትብብራችሁ በጣም አመሰግናለሁ!

ክፍል -1: የተማሪዎች ዳራዊ መረጃ

መመሪያ- 1.1: የሚከተሉት ጥያቄዎች የተነደፉት የናንተን የግል መረጃችሁን እንድትሞሉ ነው። ስለዚህ እባካችሁን በእያንዳንዳቸው በኩል ሂደት በተሰጠው ቦታ ላይ (✓) ምልክት በማድረግ ስለራሳችሁ ተገቢውን መረጃ ሙሉ።

ጾታ: ወንድ ሴት ክፍል _____

ዕድሜ:- 18- 23 24- 28 29-33 ከ 33 በላይ

ክፍል-2: የኑናን (1989) ማዕቀፍን በመጠቀም አሁን ባለው የግንኙነት ተግባራት ጽንሰ-ሀሳቦች ውስጥ በአምስቱ የመጻፍ ተግባራት ላይ የትዘጋጀ መጠይቅ ነው።

መመሪያ-2.1: እያንዳንዱን ጥያቄዎች በጥንቃቄ አንብቡ ከዚያም በእያንዳንዱ ሳጥን ውስጥ በመረጣችሁት የቃላት ቁጥር ስር ምልክት (✓) በማድረግ አስተያየታችሁን ሰጡ። የመጠን ዐይነቱ ከበጣም እስማማለሁ እስከ በጣም አለመስማማት የሚል ቅጽ ነው። እባካችሁ ለእያንዳንዱ የጥያቄ ዐይነቶች አንድ ጊዜ ብቻ (✓) ምልክት አድርጉ።

ቁልፍ ቃላት:
 5= በጣም እስማማለሁ፣ 4 = እስማማለሁ፣ 3= አልወሰንኩም፣ 2= አልስማማም፣ 1= በጣም አልስማማም

ቁጥር	ጥያቄዎች	5	4	3	2	1
	ሀ) አላማዎች እና ምክንያቶች(Goals and Rationale):					
1	የጽሁፍ ተግባሮቹ ለናንተ የብቃት (የችሎታ) ደረጃ ተስማሚ ናቸው።					
2	የጽሁፍ ተግባሮቹ ትምህርታዊ አመክንዮ የሚያገግሩ ናቸው።					
3	የጽሁፍ ተግባሮቹ እናንተን የክፍል ውስጥ ትምህርትን በገሃዱ ዓለም እንድትተገብሩ ያበረታታሉ።					
4	በእያንዳንዱ ምሥራድ ውስጥ ያሉ የጽሁፍ ተግባራት (መልመጃዎች) አስደሳች እና ለመስራት የሚያነሳሱ ናቸው።					

5	በመማሪያ መጽሀፋችሁ ውስጥ ያሉ የፅሁፍ ተግባራት አላማዎች ለተማሪዎቹ ግልፅ ናቸው።						
	ለ) ተግባራት (Activities):						
6	የጽሁፍ ተግባሮቹ ማስታወሻ እንዲጽፉ ይረዳችኋል።						
7	የጽሁፍ ተግባሮቹ ትክክለኛ ዓረፍተ ነገሮችን ለመጻፍ ይረዳሉ።						
8	የጽሁፍ ተግባሮቹ በአረፍተ ነገር ግንባታ ውስጥ ትክክለኛውን ሰዋሰው እንዲጠቀሙ ይረዳችኋል።						
9	የጽሁፍ ተግባሮቹ ሃሳቦችን ለማደራጀት ይረዳችኋል።						
10	የመጻፍ ተግባራቱ እናንተ መናገር የምትፈልጉትን ለማሳወቅ ይረዳችኋል።						
11	የመጻፍ ተግባራቱ ድርሰት እንድትጽፉ ይረዳችኋል ።						
12	የመጻፍ ተግባሮቹ ደብዳቤ ለመጻፍ እየረዳችሁ ነው። ማለትም (መደበኛም ሆነ ኢ-መደበኛ)						
13	የመጻፍ ተግባሮቹ በአንድ ነገር ላይ ሪፖርት እንዲጽፉ የሚያነሳሳ ነው።						
14	የጽሁፍ ተግባሮቹ ለተቀመጠው የመልመጃዎቹ አላማ ተስማሚ ናቸው						
15	የፅሁፍ ተግባሮቹ ተማሪዎች በቡድን እንዲግባቡ እና እንዲተባበሩ በሚያስችል መልኩ የተዘጋጁ ናቸው።						
16	በእናንተ መጽሐፍ ውስጥ ያሉት የመጻፍ ተግባራት የተማሪዎችን ከዚህበፊት የነበራቸውን እውቀት ግምት ውስጥ ያስገቡ ናቸው።						
17	በመማሪያ መጽሀፍ ውስጥ ያሉት የመጻፍ ተግባራት የተማሪዎቹን ከዚህበፊት የነበራቸውን ዕውቀት ግምት ውስጥ በማስገባት ከፍተኛ አስተሳሰብን ያሳድጋሉ።						
18	በእናንተ መጽሐፍ ውስጥ ያሉት የመጻፍ ተግባራት (መልመጃዎች) ግልጽ መመሪያዎች አሏቸው						
	ሐ) ግብአት (Input):						
19	በተሰጡት ሁኔታዎች ላይ ያለ ምንም ችግር ሀሳባችሁን ለመግለጽ በመማሪያ መጽሀፍ ውስጥ ያሉት የጽሁፍ ተግባራት በቂ ናቸው።						
20	በመጽሀፍ ውስጥ ያሉት የመጻፍ ተግባራት ግልጽ እና በቂ አውዶች (ፍንጮች) ወይም ሁኔታዎች ቀርበዋል።						
	መ) ሚና እና ድባብ (Role and Setting):						
21	በጽሁፍ ክፍል ውስጥ የእናንተ ሚና በግልጽ ተቀምጧል።						
22	በጽሁፍ ተግባራት ውስጥ የእናንተ ሚና ተገቢ ነው።						
23	የጽሁፍ ተግባራት ለውይይት እና በጥንድ ወይም በቡድን ለመጻፍ ተስማሚ ናቸው።						
	ሠ) ውህደት (Integration):						
24	የጽሁፍ ተግባሮቹ የቀረቡት ከሌሎቹ ሦስት ከህሎት (ማንበብ፣ ማዳመጥ እና መናገር) ጋር በተዛመደ ወይም በመዋሃድ ነው።						
25	የመጻፍ ተግባሮቹ በተሰጠው ርዕስ እና ማስታወሻ ላይ ምን እንደምታስቡ ለመወያየት ያሳትፋችኋል።						
26	የመጻፍ ተግባራቱ እርስ በርስ ለመረዳዳት እና የአቻ ግብረመልስ ለማግኘት ይደግፋሉ።						
27	የጽሁፍ ተግባራቱ ረቂቅ ለመጻፍ, አስተያየት ለማግኘት እና የመጨረሻውን ረቂቅ ለመጻፍ እድል ይሰጣችኋል።						
28	የጽሁፍ ተግባሮቹ ማስታወሻ ለመውሰድ እና ማጠቃለያ ለመጻፍ መንገድ ይከፍታሉ።						

በድጋሚ በጣም አመሰግናለሁ!

Appendix-F

Checklist for evaluating communicative tasks in teachers' guide and syllabus

1. Goals

- Does the goal of the task contain all the components of a good objective?
- To what extent does the communicative task objective is helpful for the design of authentic data? Is this appropriate?
- Does the task encourage learners to apply classroom learning to the real world?

2. Input

- How is the type of communicative tasks designed to be written in the textbook, syllabus and teachers guide?
- Does it promote the use of authentic sources?
- Are the designed types of input appropriate to the goal of the task?

3. Activities

- Are the activities designed in suitable to pair/group work?
- Are the activities appropriate to the goals of the task?
- Are the activities designed to stimulate learners to use the stages of doing writing tasks?
- Are the activities that are designed in syllabus and teachers guide appropriate to the input data?

4. Roles of teachers and students'

- What learners and teachers roles are expected to be played in the task?
- Are the selected roles appropriate to communicative classroom?
- Does the students have active role in communicative tasks designs?

5. Settings

- What levels of complexity are there in the classroom organization implicit in the task?
- Is the setting appropriate to the communicative task?
- Does the setting promote group and pair work activities?

It has been adapted from Nunan (1989); Graves (2000) and Willis (1996)

Appendix-G

Checklist for alignment between teachers' guide, syllabus and Textbook

1. Goals

- To what extent is the task objectives **performance** aligned between the Textbook with Teacher's guide and the textbook with the syllabus?
- To what extent is the task objectives **condition** aligned between the textbook with the teacher's guide and the textbook with the syllabus?
- To what extent is the task objectives **measurement** aligned between the Textbook with Teacher's guide and the textbook with the syllabus?
- To what extent is the task objectives **criterion** aligned between the Textbook with Teacher's guide and the textbook with the syllabus?

2. Input

- Are the tasks in the textbook with the teacher's guide and textbook with the syllabus on the way to accurately align **authentic** and **inauthentic** input?

3. Activities

- How much are the tasks aligned in the teacher's guide, syllabus, and textbook regarding **suitability for pair/group work**?
- How much are the tasks aligned in the teacher's guide, syllabus, and textbook regarding **purposefulness**?
- How much are the tasks aligned in the teacher's guide, syllabus, and textbook regarding **activity authenticity**?

4. Roles of teacher's and students'

- Do the tasks keep alignment between the teacher's guide, textbook, and syllabus regarding the **student's role** as a **group participant** and **active**?
- Do the tasks keep alignment between the teacher's guide, textbook, and syllabus regarding the **teacher's role** as a **facilitator**, **observer**, and **participant**?

5. Settings

- To what extent do the tasks keep alignment between the textbook with the teacher's guide and the textbook with the syllabus regarding **settings** which are appropriate for **individual**, **pair**, **group**, and **whole class work**?

It has been adapted from Nunan (1989); Graves (2000) and Willis (1996)

Appendix-H
Writing tasks from grade 12 English textbook

English for Ethiopia

Student Textbook
Grade 12

English for Ethiopia

Student Textbook

Grade 12



English for Ethiopia

Student Textbook
Grade 12



Federal Democratic Republic of Ethiopia
Ministry of Education

ISBN 978-99944-2-030-8
Price: ETB 38.00

FDRE
MoE



Federal Democratic Republic of Ethiopia
Ministry of Education

**B1.4 Writing: Memories**

Unlike a novel, a biography concerns real events in someone's life. There are many biographies of famous people, alive and dead, and some famous people write their autobiographies. However, you don't need to be famous to write an autobiography. Everybody's life contains interesting events which deserve to be written about, whatever your background.

- 1 On your own, think of some interesting, happy, proud, sad, funny, daring or embarrassing childhood memories. They could be about:**
 - a family custom that you remember well (for example, how you used to spend a religious holiday; the family duties you had to do).
 - an incident that you remember, something that happened to you or someone else in the family (for example, a time when you broke something important or expensive).
- 2 Talk about your memories with a partner.**
- 3 Choose five memories and write notes on each one: try to select a range of different types of memories.**
- 4 Write a short paragraph about each of your five memories. Each paragraph should be between 70 and 150 words. Your piece of writing can be called *Memories*.**

Begin each paragraph like this:

 - *I remember the time when I was about ... years-old and ...*
 - *On another occasion, ...*
 - *Next, I'm going to describe ...*
 - *Another memory is of ...*
 - *Finally, a very happy memory of ...*
- 5 When you have finished a first draft of your writing, check your work carefully and make any necessary changes. Then write a final version.**
- 6 Spend some time reading the memories of other students in the class.**



B1.7 Writing: A formal letter

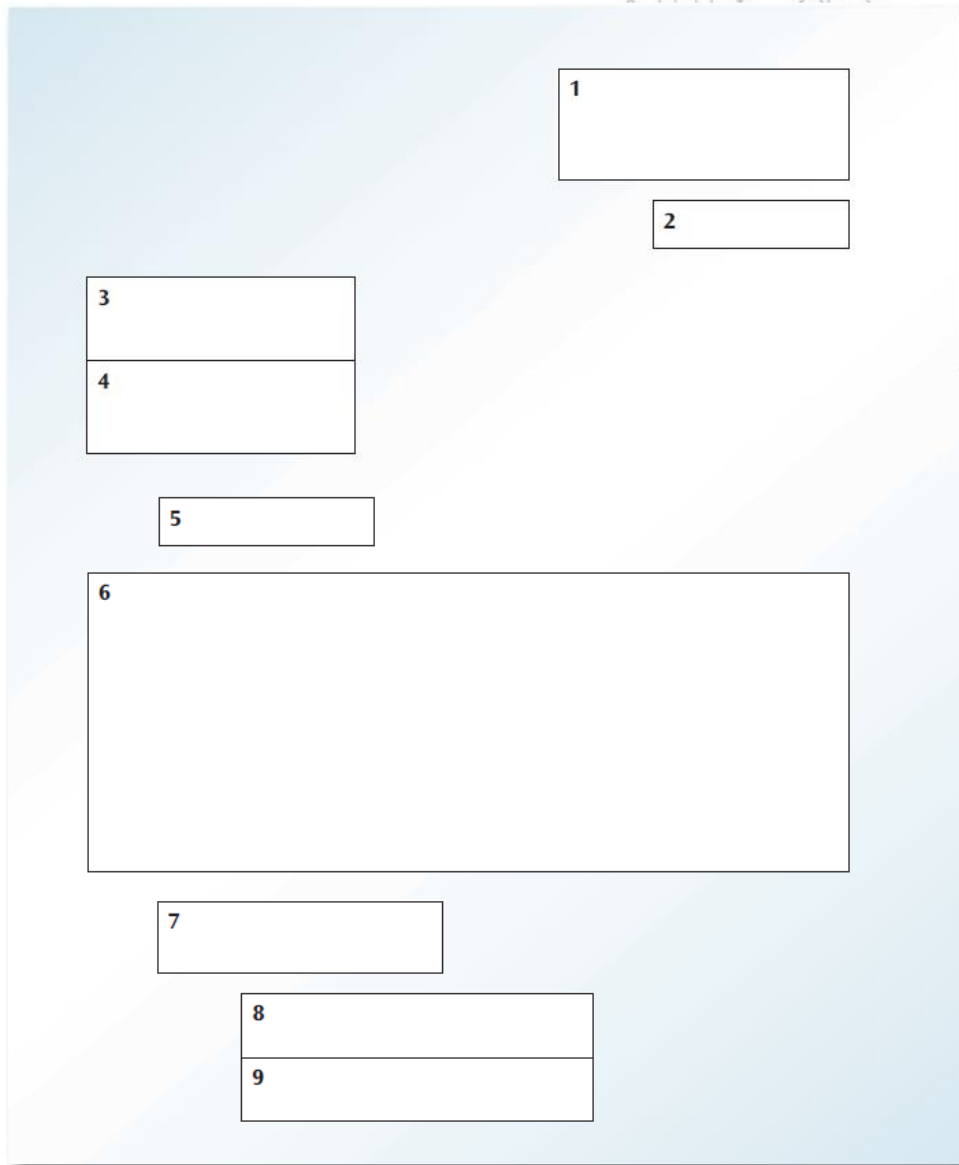
- 1** Having read Camara Laye's account of meal times in rural Guinea, write a letter to the author comparing his account with meal time traditions in your part of Ethiopia. This is a formal letter, but not a business letter: it is more like an essay in which you are putting forward your point of view.

Follow these steps:

- 1** Begin by looking back at the text in the Reading exercise and thinking back to the points you made in your discussion in exercise 4 on page 18.
- 2** Decide whether you are going to say that meal times in your area were generally similar or different.
- 3** Make a list of the points to include in your letter. Here are two possible ways of doing it.
Example 1:
 - a** Similarities between traditional family meals in my region and in Guinea.
 - b** Differences.
 - c** Modern meal times.**Example 2:**
 - a** Comparison of who eats together and who presides over the meal in the writer's account and in my region.
 - b** Comparison of how food is served.
 - c** Comparison of what is eaten.
 - d** Comparison of how children behave.
- 4** Think of a suitable introductory paragraph, for example:
 - say why you are writing
 - comment on the extract by the author politely
 - say what you are going to discuss in your letter.
- 5** Think of a suitable concluding paragraph, for example:
 - sum up your points
 - think of a polite way of closing.
- 6** Make sure you remember the conventions of formal letter writing (see below).
- 7** Write a rough draft of your letter:
 - Set out your letter following the conventions of formal letter writing.
 - Divide up what you have to say into about five paragraphs (including the introduction and conclusion) according to the number of points you want to make.
 - Link your points with suitable discourse markers where appropriate.
- 8** Check your draft carefully to make sure:
 - your ideas are logical and clearly expressed
 - your spelling, grammar and punctuation are accurate.
- 9** Now write a final, neat version of your letter on a clean page of your exercise book.

2 Identify the parts of the formal letter in the diagram below. Write the letters into the blank spaces of the letter.

- a** sender's name
- b** receiver's name
- c** body of letter
- d** opening salutation
- e** date
- f** sender's address
- g** sender's signature
- h** closing salutation
- i** receiver's address



Unit 1 Family life

- 3** In formal letters the opening salutation (or greeting) must match the closing salutation. Match the openings on the left with the correct closings on the right.

<i>Dear Sir or Dear Madam</i>	Yours sincerely
<i>Dear Sir or Madam</i>	
<i>Dear Mrs Kelile</i>	Yours faithfully
<i>Dear Dr Kelile</i>	

B1.8 Study skills: Looking forward to Grade 12

You are now in Grade 12. This is a very important year and at times it will be tough going. As you start, it is a good idea to think about what you can expect from your English course and what you should expect to contribute yourself to get the best from it. In this way, you can all make a commitment to building a positive learning environment for the coming school year.

- 1** Look at this list of expectation statements with a partner.

- Decide whether or not each of them is suitable for your class.
- Think of one or two other statements of your own.

- 1 We will have regular homework, but not after every lesson.
- 2 We will all do our homework on time.
- 3 We will record all the new words we learn in our vocabulary books.
- 4 We will regularly revise grammar and vocabulary.
- 5 We will be told in advance when there is a test.
- 6 We will all, students and teacher, arrive on time for class.
- 7 We will be quiet and listen when someone else is speaking.
- 8 We will speak only English in class.

- 2** You are now going to make a class contract in which rights and responsibilities are written down.

- 1 As a class, decide which of the statements from the list above you want to include in your contract.
- 2 Each pair should put forward their additional suggestions and the rest of the class should decide if they want to include them.

- 3** Your teacher will now contribute to your discussion by adding some extra points.

- 4** When you have a list of statements on the board that you are all happy with, write them in the front or at the back of your exercise book. Think of a suitable heading.

- 5** Work in a group to make a class poster of the contract.

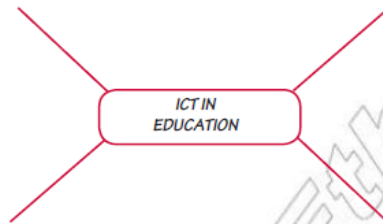
- 6** Keep the contract on the classroom wall if possible and look at it from time to time.

- If any of the rules are broken, students in the class should draw attention to it.
- You may need to add to or change some of the points as the year progresses.



A2.11 Writing: A mind map

- 1 Work in a small group and discuss the role of ICT (information and communications technology) in education and its future potential.
- 2 Create and complete a mind map (such as the one below) to record the findings of your discussion.



- 3 Compare your mind maps with other groups in the class.



A2.12 Writing: An essay

Write an essay on the subject of *ICT in Education*. Your essay can be descriptive, describing how ICT is used in education. You can also include your opinions by making comments on some of the developments you describe. Follow the seven steps outlined below.

The 7 steps of essay writing

Step 1: Brainstorm ideas

Make notes of some ideas to include in your essay. In this case you already have the mind map you completed in the previous exercise.

Step 2: Select your points

- It is generally better to make a few good points (say, two or three) and to support each one in some way by expanding it, explaining it or giving an example. So, your next step should be to decide which of the points in your list you are going to include and how you are going to support each one.
- You may need to research some information in the library or on the Internet.

Step 3: Make a plan

- Use an essay outline (see below).
- Begin by listing the main points and supporting points that you are going to make.
- Think about how you are going to introduce the topic of your essay. You need a sentence or two about the situation today. Try to begin in an interesting way, for example with a question.
- Now think about how you are going to conclude your essay. You should restate your main points and possibly make a point about the future of ICT in education.

Step 4: Write your essay

Once you have written your plan, you can write your first draft. Don't forget to give your essay a title.

Step 5: Check and edit your essay

When you have finished, check your first draft thoroughly for ideas, accuracy, and length.

Step 6: Ask someone else to read your essay critically

Make any changes they suggest, if you agree with them.

Step 7: Write a neat, final version of your essay

Make sure:

- you leave a margin of about two centimetres on the left of your page, if one is not already drawn on your paper
- your paragraphs are clearly separated by indenting the first line of each paragraph or by leaving a clear line between paragraphs.

OUTLINE PLAN FOR AN ESSAY

Title: _____

Introduction: _____

Main points:

Main point 1: _____

Supporting points

- a _____
- b _____
- c _____

Main point 2: _____

Supporting points

- a _____
- b _____
- c _____

Main point 3: _____

Supporting points

- a _____
- b _____
- c _____



B2.4 Writing: A report

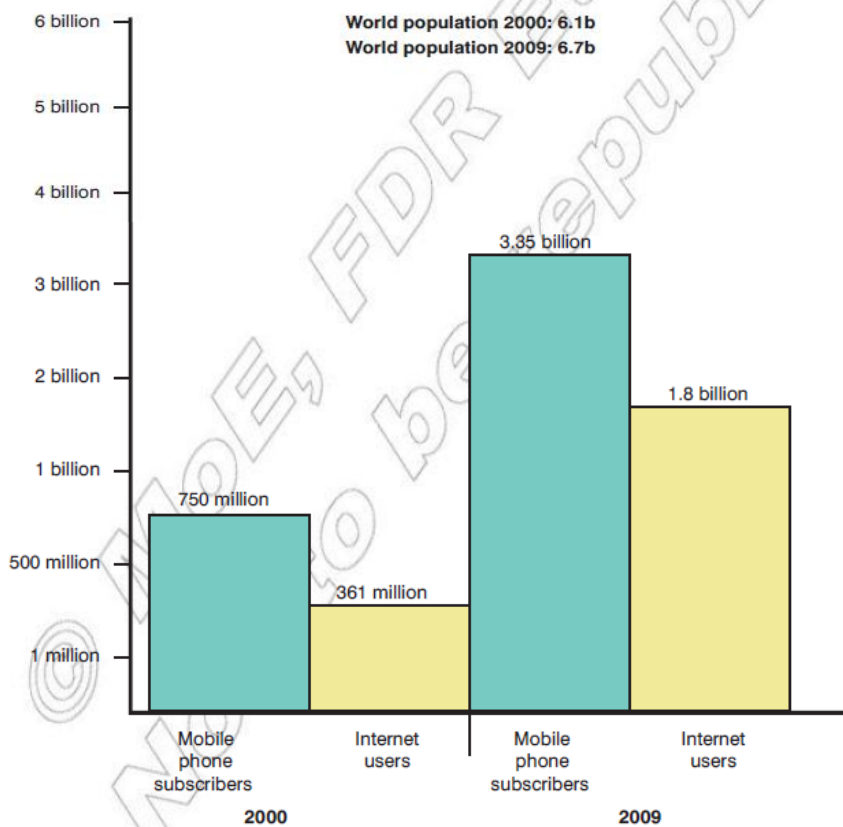
1 Look at the graph below and in a small group, discuss the information it shows. Before you start, study the language in the box.

Describing trends and comparing data

- In 2000 the number of X was far/ a little greater/smaller than the number of Y.
- The number of X has risen/fallen dramatically/slightly since Y.
- It seems likely that in the next W years the number of X will continue to grow/fall sharply/steadily/slightly, while the number of Y will continue to ...
- Growth in the number of X will probably flatten out/stabilise/slow down when ...

Use this language to describe the information in the graph.

2 Write a short report, of two or three paragraphs, about the information in the graph. Include your predictions of how these trends will continue in the future.



The number of Internet users and mobile phone subscribers world-wide 2000–2009

Text F: *Study conditions*

Where do you study?

Where you choose to study will depend on where you can study best. Some students find the library is a good place to study. If you choose to study at home, you need a regular space of your own, somewhere you can keep your books and not be disturbed, for example in your bedroom. Make sure your family understand and respect your need for a quiet space.

If possible, study at a table and keep your books and study materials on it. Otherwise keep them on a shelf, or even in a cardboard box. Do not leave your materials all over the house. If you don't have a table, sit on your bed and use a piece of wood to rest your books on.

Who do you study with?

There are some occasions when it is helpful to study with someone else, for example:

- to discuss a text you have read
- to discuss a new topic that you don't understand very well
- to test each other, for example reviewing a unit in your text book.

Important: When studying with a friend, set a time limit and focus on your work during that time. Don't spend your time chatting!

What resources should you use?

The following resources can help you with your studies:

- your teachers
- your classmates
- books such as textbooks, dictionaries, grammar books, novels, encyclopaedias
- the Internet (either at home, school, or at an Internet café)
- relevant media, such as newspapers, television and radio programmes (such as documentaries and news bulletins, if relevant to the topic).



A3.4 Writing: Self-assessment

- 1** Think about your own study skills and fill in the survey below. Work independently and choose a score for each of the statements in the survey, according to how well you can do each task. Be honest, don't over- or under-estimate what you can do!

5 = very well 4 = quite well 3 = more or less 2 = just a little 1 = not at all

Self-assessment survey	5	4	3	2	1
Reading					
1 I can skim a text in two or three minutes and get some idea what it is about.					
2 I can answer multiple choice questions on a text.					
3 I can explain the meaning of a word as it is used in a text.					
4 I can make notes of the key points in a text.					
Writing					
5 I can follow the seven steps necessary to produce a good piece of writing.					
6 I can write different kinds of texts: an essay, a report, a formal and informal letter.					

Listening					
7	I can listen to someone speaking and understand the gist of what they are saying.				
8	I can listen to someone speaking and take outline notes.				
Speaking					
9	I ask questions in class				
10	I give my opinion and justify it in class.				
11	I agree and disagree politely with other students in the class.				
12	I can give a short presentation in class.				
Independent study					
13	I always do my homework.				
14	I always review my lessons.				
15	I do extra reading and other work that teachers haven't told us to do.				
16	I organise my study time so that I can fit in all my work and other aspects of my life.				

2 Review your scores and identify your own strengths and weaknesses. If possible, list at least three strengths and three weaknesses.

3 Exchange your self-assessment survey with a partner. Study his/her scores carefully.

- Look at your partner's scores. Do you think the scoring is fair?
- Think of some advice for your partner about how to improve their weaknesses.
- Write some notes of your advice, for example: before writing an essay, use a mind map to help you plan.

4 With your partner, interview each other about your respective scores.

Ask questions, such as: What do you think are your main strengths and weaknesses? What are the reasons for your weaknesses? How do you think you could improve? Say whether you agree or disagree with the scores and give the advice you have written down.

5 After the interview, write a short self-assessment report on your own study skills.

- Use or copy the report outline below.
- Use the information from your self-assessment form.
- Use the advice given to you by your partner.
- Use bullet points if you wish.

SELF-ASSESSMENT REPORT	Student name:
Strengths:	Advice given:
Areas for development:	Targets set:

Unit 3 Education

- 8 Can I borrow some money for the bus? _____ you back tomorrow.
- a I'm going to pay
 - b I pay
 - c I'll pay
- 9 When you read this letter _____ my exams!
- a I will finish
 - b I am going to finish
 - c I will have finished
- 10 _____ on a school trip after the exams, our teacher has promised.
- a We'll be going
 - b We go
 - c We will have gone



B3.5 Speaking: My future plans

Work in a small group and discuss these questions. Use the language for talking about the future you practised in the previous section.

- 1 Are you planning to go to university or not?
- 2 What course and which university are you aiming to go to?
- 3 If you don't go to university, what will you do?
- 4 What does your family think of your plans?
- 5 What are your long-term plans for your life?



B3.6 Writing: An essay

- 1 **Work on your own. Think about what going to university would mean to you and consider the following questions.**
 - 1 What do you hope to gain from university? For example, knowledge; the chance to meet new people; independence, better career, and so on.
 - 2 What fears do you have? For example, the work would be too difficult; missing your family.
 - 3 What pressures do you think you will be under? For example, worries about money; having enough time to study and balancing your studies with family chores and duties.
- 2 **Make a rough drawing of yourself like the one below and put your feelings about going to university in each of the thought bubbles.**



- 3 Compare your thought bubbles with those of some other members of your class.**
- 4 Use the ideas in your thought bubbles to write an essay about going to university.**
- The title of the essay should be *What going to university would mean to me*.
 - Use the ideas you have read or listened to and discussed in this unit.
 - Follow the seven steps for writing an essay given in A2.12 and A3.4.
 - If you already have a guaranteed place at university, express your ideas using future forms such as *will* and *going to*,
for example: *I hope I will be able to ...*
 - If you are still not sure that you are going to university use *would*,
for example: *I hope I would be able to ...*
 - Your essay should be 250–300 words in length.

B3.7 Study skills: Focus on speaking

A Register

The word *register* has several meanings. This is one of them:

register /'rɛdʒɪstə/ n LANGUAGE STYLE [C,U] the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing.

- 1 Work with a partner and read the two short dialogues below and compare them.**

Dialogue 1

Student A: Hi! You okay?

Student B: Yeah, I'm okay. And you?

Student A: Yeah, fine. But I've got to go now. Bye.

Student B: See you.

Dialogue 2

Student A: Good morning! How are you today?

Student B: I'm very well thank you, and you?

Student A: I'm fine too, thank you very much. I'm sorry but I'm in a terrible hurry, will you excuse me?

Student B: Yes, of course. I hope I'll see you again soon.

- 2 What is the register of the two dialogues above?**
- Polite and formal used between people who are not on socially familiar terms.
 - Informal used between people who are on socially familiar terms.
 - Neutral
- 3 Think of situations when people choose:**
- a *formal register*, for example when talking to an older person, when giving a formal speech
 - an *informal register*, for example when talking to a close friend
 - a *neutral register*, which can be used in any situation.



B4.6 Listening: A film review

You are going to hear a review of the film *Casino Royale*. As you listen, make notes of the reviewer's opinions under the following headings. Write your notes in your exercise book.

- Daniel Craig (James Bond)
- Judi Dench (M)
- Eva Green (Vesper Lynd)
- The film as a whole



B4.7 Writing: A film review

- 1 Work with a partner. Are you both familiar with the films *Ratatouille*, *Titanic*, *Bratz*, *The Princess Diaries* and *Avatar*? If so, what do you know about them?
- 2 Read the following extracts, which have been taken from various film reviews. Work with your partner to decide which of the films they are commenting on.

Extract 1

Let's not pretend this is anything more than a lightweight, feel-good family comedy. But the humour is sharp, the personalities likeable and it's easy on the eye, all of which make it the perfect holiday movie.

Extract 2

Actor Sam Worthington plays a disabled US marine of the future who is sent to distant planet Pandora, home of the Na'vi, the blue-skinned indigenous race whose homeland lies above a large deposit of a rare and valuable mineral. Worthington's job is to win them over.

Extract 3

Kate Winslet and Leonardo DiCaprio are convincing as a young couple in love, although at times the romance is overplayed and DiCaprio's character has little depth.

Extract 4

Although on one level it is a teen movie with great clothes and the kind of language parents will have difficulty understanding, it also says something about the value of loyalty and friendship in a way teenagers will swallow.

Extract 5

There is so much that is good about this film: the animation is outstanding; the voice work superb; the script hilarious and intelligent. It is a masterpiece that is not to be missed.

3 Identify which of the extracts:

- a describes the plot
- b describes the performances of the actors
- c comments on the film
- d tells us what kind of film it is
- e tells us when and where the film is set
- f explains the message of the film
- g says something positive
- h says something negative

4 Refer to the list of film genres in B4.1 and identify the genre of each of these films.

5 Have you seen any of these films? Do you agree or disagree with the opinions in the reviews?

6 Look at listening text B4.6 at the back of this book. Read the review and do the following activities:

- 1** Match each of the sections in the right-hand column to the appropriate paragraphs in the review:

Paragraph 1	a a short summary of the plot b the reviewer's general opinion
Paragraph 2	c overview of the film d the message of the film
Paragraph 3	e a reference to the film genre f comments on the performances g where the story comes from

2 Complete the gaps with words from the listening script.

- a a _____ thriller (paragraph 1)
- b another _____ performance in the role. (paragraph 2)
- c played with _____ and _____ by Eva Green (paragraph 2)
- d There is an _____ and unusually _____ conclusion. (paragraph 2)
- e the film will _____ to those who (paragraph 3)

7 Talk to your partner about films you have seen. Use the words and phrases in the box.

Example: *In my view X gives a strong performance in Y, but the film moves too slowly.*

a masterpiece a dud action-packed moves slowly uninspired a strong performance
a weak performance breathtaking special effects a tense drama a tender romance

8 Write a review of a film that you have seen. It can be a film you like or dislike.

- Use the review of *Casino Royale* to help you.
- Write in paragraphs. Each paragraph should include the information given in exercise 6 above.
- Try to include words from the box in exercise 7.

9 Read the film reviews by other students in your class. Do you agree or disagree with them?

- g** Two university degrees
- h** A UN agency to promote education and culture
- i** Two countries
- j** An international time zone
- k** A car
- l** An international agreement

- 3** With a partner, list any other initials or acronyms that are commonly used in Ethiopia.
- 4** Team up with another pair of students and ask each other to say what the initials in your list stand for.

A5.6 Increase your word power: Adjectives to describe leaders

- 1** All the adjectives listed below can be used to describe character. Listen to your teacher pronouncing them and mark the stressed syllable in each one. Practise the pronunciation of these adjectives.

aggressive charismatic consultative courageous decisive diplomatic fair honest
inclusive opinionated participatory popular resilient respected strong trusting
trustworthy well-liked

- 2** Use a dictionary to check the meanings of any of these words you don't know.
- 3** Which of these characteristics do you think are necessary for a leader? Make a list. You can add some of your own words, if you like.
- 4** With a partner, make sentences to explain six of these adjectives. Begin each sentence by saying:
A leader is *fair* when ...
- 5** Read your sentences to another pair of students to see if they agree with your definitions.



A5.7 Writing: A good leader

- 1** Work with a partner. Make a list of the contexts in which there are leaders. For example, a class leader, a president and so on.
- 2** Discuss to what extent you think all leaders need the same qualities.
- 3** Now on your own, write a paragraph about what makes a good leader. The paragraph must express your own opinion. You should also justify the points you make and provide examples. When you have finished, check your paragraph carefully and make any necessary changes.
- 4** Read paragraphs written by other students in your class and compare your ideas.

2 In your group you are going to go on an information treasure hunt. Your aim is to complete the table on the next page as fully and as quickly as you can.

- It is a good idea to discuss where and how you are going to find the necessary information.
- Divide up the search between different members of the group.
- When you have found the information you need, present it to the group.
- Finally, fill in the table.

3 Compare your completed table with those of other groups.



B5.12 Writing: A report

You are going to write a report on an aspect of the United Nations.

- Your report must be 400–500 words in length.
- You can choose any UN-related topic. Here are some examples:
 - the work of one of the UN agencies
 - the work of the UN (or one of its agencies) in Ethiopia
 - a specific UN project
 - how the Security Council and General Assembly have dealt with a particular world issue
 - proposals to reform the Security Council
 - an international issue
 - working for the UN
- You can use the information in this Unit and also research other sources of information.
- If you wish, you can work with a partner in choosing your topic and researching it, but you must write the report on your own.
- Follow the guidelines in the box.

How to write a report

What is a report?

A report is generally a formal document that gives information on a specific topic. It may be *descriptive* (simply describe the topic), or it may *evaluate* a topic (look at it to decide how good, useful or successful it is).

What does a report contain?

A report is organised in *sections*. Each section should have an underlined heading and should be numbered. The report should include each of the following:

- 1** The introduction: this introduces the topic of the report and gives some general information about it.
- 2** Middle sections: these vary according to the kind of report you are writing. This report will be descriptive so each section should be about a different aspect of the topic according to the information you want to include.
- 3** Closing section(s): this may just be a general conclusion about the topic. This is where you sum up all of the information, and possibly state your opinion. In some reports you may be asked to include a separate section of recommendations.

How should a report be written?

A report is a factual document and so it should be written in a formal, and impersonal style. The introduction and middle sections should not contain opinions, only facts. Your opinions can be given in the conclusion/recommendations.

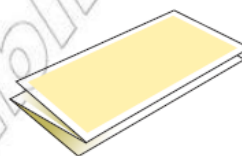


A6.7 Writing: A leaflet on Fair Trade

Fair Trade is a way in which Ethiopian coffee growers can get a fair return for their product. Write a leaflet about Fair Trade. The aim of the leaflet is to persuade customers in Western countries (for example, USA and UK) to buy Ethiopian Fair Trade coffee. Follow the instructions below to help you write the leaflet. You may use the Fair Trade Fact Sheet below to help you with information.

Plan your leaflet

- You can plan your leaflet with a partner, but you should write the leaflet on your own.
- The leaflet should have at least five sections.
- Think about the information you are going to include in your leaflet.
- Find the information you need for the topic (see the Fact Sheet on Fair Trade below and the text in A6.6 or look up the information on the Internet).
- Don't copy information word for word; read and take notes but write the text in your own words.
- If possible, find some photographs and other illustrations to put in your information leaflet.
- What section headings are you going to use? In what order are you going to put them? For example: Why buy Ethiopian Coffee? What is Fair Trade? How our farmers benefit and so on.
- Decide whether you want to use bullet points or write in paragraphs.



Write your leaflet

- Start writing a first draft of your leaflet and working on its presentation. Write your text on a folded piece of A4 paper as shown. It will give you six slim pages: three at the front and three at the back. Use the first page as the front page.
- When you have finished your first draft, check it carefully.
- Decide if you are satisfied with the content, or if you need to change, take out or add anything.
- Ask a partner to assess your leaflet and make some suggestions for improving it.
- When you are satisfied with your content, write a final neat version of your leaflet.

Fair Trade Fact Sheet

What Is Fair Trade?

Fair trade connects producers and consumers in more equitable, more meaningful and more sustainable ways. Fair Trade is based on seven principles as quoted by the Fair Trade Federation (FTF), the largest association of fair trade organisations.

Fair wages

Paying fair wages does not necessarily mean that products cost the consumer more. Since Fair Trade Organizations bypass exploitative middlemen and work directly with producers, they are able to cut costs and return a greater percentage of the retail price to the producers.

Cooperative workplaces

Fair Trade Organizations work primarily with small businesses, worker owned and democratically run cooperatives and associations which bring significant benefits to workers and their communities.

Consumer education

Fair Trade Organizations educate consumers about the importance of purchasing fairly traded products which support living wages and healthy working conditions.

Environmental sustainability

Fair Trade Organizations encourage producers to engage in environmentally friendly practices which manage and use local resources sustainably.

Financial and technical support

Small-scale farmers and artisans in the developing world lack access to affordable financing, impeding their profitability. FTF members that buy products directly from producers often provide financial assistance either through direct loans, prepayment or by linking producers with sources of financing.

Respect for cultural identity

Fair Trade Organizations encourage the production and development of products based on producers' cultural traditions adapted for Western markets.

Public accountability

FTF members' finances, management policies, and business practices are open to the public and monitoring by the Fair Trade Federation.

Who Benefits?**The Farmer**

- Fair Trade increases annual incomes of small farmers.
- Fair Trade helps put in place tools for self-sufficiency.
- Fair Trade assists small farmers to stay out of high interest debt.
- Fair Trade helps build infrastructure in farmers community.

The Consumer

- Fair Trade lets consumers have a clear conscience about their purchases.
- Fair Trade lets consumers assist and empower others with their buying power.
- Fair Trade lets consumers be part of a social justice movement through a simple action.
- Fair Trade allows consumers to initiate a chain of responses that will positively impact the lives of poor coffee farmers and their families.

The Environment

- Small farmers use organic methods, which are more environmentally friendly and sustainable.
- Small farmers disperse their plants throughout a region, a more environmentally friendly method.
- Small farmers plant shade grown coffee which is key to protecting certain species of birds.
- The existence of small farmers helps prevent the clear-cutting of larger estates.



4 When your notes are complete, discuss:

- how the list compares with the one you made in exercise 1
- whether or not you agree with the points made in the listening text.

**B6.6 Writing: A summary****How to write a summary**

There are two kinds of summaries:

- 1 A general summary of what has been said or written.
- 2 A short statement of what is said or written about a particular subject.

When you are asked to write a summary, it is helpful to divide the main text into five stages.

1 Understand

Read the text quickly to get a good general idea of what it is about.

**2 Choose**

Choose the key points in the text. (If the book is your own, you can mark the relevant parts with pencil.) You should not include anecdotes or too many examples.

**3 Make notes**

Make notes of the relevant points in your own words – don't just copy from the text.

**4 Rough draft**

Write out a rough draft of your answer by putting your notes together in full sentences. If you have been given a word limit, make sure you have not written too much or too little. Check your draft and edit it.

**5 Final version**

Write out your final version and then check it for any errors. If there is a word limit, count the number of words and write the total at the end of your summary.

Write a summary of the notes you made on the pros and cons of globalisation in B6.5.

- Begin at stage 4 in the 5 stages given above. (You did stages 1–3 in the listening section above).
- Write this summary in bullet points. You must use your own words and write in full sentences.
- Give your summary a heading.

Unit 6 Trade and globalisation

I wish I didn't have _____
I wish the government would _____
I wish I hadn't _____



B6.10 Speaking: Is globalisation good or bad?

1 Work in a group of five or six people and discuss these questions.

- In your answers, use the language for expressing advantages and disadvantages, asking for explanations, giving reasons, making suggestions, and expressing wishes (given in the previous sections).
 - Draw on the ideas you have read about, listened to and discussed in parts A and B of this Unit.
- 1 Can you think of any *imported* modern ideas or customs that go against the values of Ethiopian culture?
 - 2 How do you feel about the multinationals that operate in this country? Do you think they have a positive or negative impact?
 - 3 In the conclusion of the listening text in B6.5, this comment is made about globalisation: *In Africa especially, it is up to all of us to try to make it a force for good and to limit its negative impacts as much as possible.* Can you think of any ways in which we can do this?
 - 4 Study the situation described in the box and discuss what the Government should do:
 - Should it allow the project to go ahead? Justify your answer.
 - If so, what conditions should it place on the company? Justify your answer.
 - Try to reach a group decision about the project and be prepared to present it to the class.

A large foreign-owned clothing manufacturing company, Tiger Fashions, wants to open a factory in your local region. Here are some background facts about the project:

- There are already some smaller, locally owned clothing manufacturing companies in the region, which some people fear may have to close if the new factory opens as they won't be able to compete with the prices of goods sold by the large manufacturing company.
- The factory will employ 400 people.
- The managers will come from abroad.
- Some locally produced cotton cloth will be used by the factory along with other imported textiles.
- A lot of the clothing will be exported.
- The factory will need a lot of electricity, which would require the Government to improve the local power station. The company would subsidise this.

- #### 2 Have a class discussion on the topic: *Is globalisation a good thing for the people of Ethiopia?* Spend some time thinking about your opinion and draw up a list of points to make in the discussion before you start.



B6.11 Writing: A business letter

You have seen that Fair Trade helps producers to get a fair price for their goods. Imagine that you have heard that a food processing company in the UK is using Ethiopian sesame seeds in the manufacture of tahini (a product similar to peanut butter but made with sesame seeds). It is not Fair Trade, however. Write a letter to the Managing Director to persuade him/her to participate in a Fair Trade scheme for the purchase of sesame seeds.

- Discuss with a partner the possible points you can make in your letter. For example:
 - Persuade the Managing Director that it would benefit his company as they could use the fact that the ingredients in their product are Fair Trade in their marketing.
 - Mention the benefits to the growers here.
 - For more information on Fair Trade, refer to A6.6 and A6.7
- To review how to write a formal letter refer to B1.7
- To review the seven stages of writing refer to A3.3
- Write a first draft on your own and then ask your partner to comment on your letter and make suggestions for improving it.
- Edit your draft before writing your final version
- Address your letter to:
The Managing Director
Tahini products
Unit F
Hadstock Industrial Estate
Brighton
B54 7PK
UK

B6.12 Study skills: Focus on vocabulary

A

Word associations

A common memorisation technique involves associating a new word with something familiar. This can be another word or several words, or a mental image. The associated word or image should be vivid or exaggerated to make it memorable. For example:

- 1 Substitute one word for another. This can be done either in English or Amharic or your first language.
For example: *Source* = hot sauce
- 2 Break up the word and substitute parts of it for other words.
For example: *Licence* = lie, tell a lie, *sense* = feel, see, hear, touch
- 3 Make an acronym.
For example: *Arabica* = Arab iced coffee always
- 4 Substitute the word with a mental image or picture.

For example: small holder =



- 1 Choose a word from the vocabulary lists for Units 1–5 at the back of the book to memorise in the four ways described in the box.
- 2 Look at the vocabulary list for this Unit at the end of the book. Choose ten new words to memorise using the techniques described in the box.
- 3 At the end of the class, or in your next lesson, look at the words and recall their meanings. Did the word association methods help you to remember the words? Discuss with a partner.

Job A

Airline pilots needed

Job B

Personal assistant to the Managing Director of an international company required

Job C

We are looking for a customer relations manager for our luxury hotel

Job D

Grendles Bank is looking for an IT manager at its head office

2 Work in your group to rank the qualities and skills you have chosen for each job in order of priority. Study the language in the box before you start.

Comparing qualities and skills

Use this language when prioritising qualifications, qualities and skills needed for each job.

- *Good keyboard skills would be more important than the ability to speak French.*
- *You need to be more diplomatic as a cabin attendant than as a pilot.*
- *For a pilot, the most important skill is the ability to fly, rather than being diplomatic. You must have your pilot's licence.*

3 Compare your rankings with those of other groups. Be prepared to justify your decisions.



A7.9 Writing: A profile

1 Write a profile of a company or an occupation you would like to work in. For example, perhaps you would like to work in medicine or for a specific company. Your profile should be organised in sections. See the profile structure and the advice below:

Company profile:

- Name of company
- Location(s)
- Products or services
- Graduate employment possibilities
- Advantages and disadvantages of working for this company

Occupational profile:

- Name of occupation
- Organisations within this area and their locations
- Activities
- Graduate employment possibilities
- Advantages and disadvantages of working in this field

How to write your profile:

- Research your information.
- Write a first draft.
- Check it carefully and ask another student to check it and make suggestions for improvements.
- Write a final neat version.

Unit 7 Finding a job

- 2** Display your profile on the class wall and read the profiles by other students. Ask questions about the other profiles.



A7.10 Reading: A poem

- 1** Many jobs involve risk. Why are people prepared to risk their lives for their jobs? In this poem we find out a taxi driver's answer to that question. Read the poem then answer the questions below.

A taxi driver on his death

When with prophetic eye I peer into the future
I see that I shall perish upon this road
Driving men that I do not know.
This metallic monster that now I dictate,
This docile elaborate horse,
That in silence seems to simmer and strain,
Shall surely revolt some tempting day.
Thus shall I die; not that I care
For any man's journey,
Nor for proprietor's gain,
Nor yet for love of my own.
Not for these do I attempt the forbidden limits,
For these defy the traffic-man and the cold cell,
Risking everything for the little little more.
They shall say, I know, who pick up my bones,
"Poor chap, another victim to the ruthless machine" –
Concealing my blood under the metal.

Timothy Wangusa

- 1 What is the taxi driver's prediction about his death?
- 2 What metaphors does he use to describe his taxi?
- 3 Why does the taxi driver think he is likely to die?
- 4 What three factors do not influence the taxi driver's decision to *attempt the forbidden limits*?
- 5 What is the reason he does this job?
- 6 Who and what does he defy when doing this?
- 7 How will the person who finds his body feel about the taxi driver's death?
- 8 Explain the meanings of these words and expressions as they are used in the poem.
 - docile
 - simmer and strain
 - proprietor
 - ruthless
- 9 What do you think is the poet's purpose in writing the poem?

- 2** With a partner, practise reading the poem aloud.

- 3** Discuss the following questions with your partner:

- 1 What is your opinion of the poem? Do you think it can persuade taxi drivers to drive more carefully?
- 2 Why do you think taxi drivers drive so fast?
- 3 What problems do taxi drivers face in their jobs?

**B7.7 Speaking:** Chain interview

- 1** With a partner, make a list of about 12 questions that the Manager of Mountain Trading Ltd could ask Hadas.
 - Choose suitable question types. For example, any questions that you ask about information that is given in Hadas's CV should be *checking* questions because the Manager should already have her CV.
 - Use a variety of question types and verb forms.
- 2** Think about how to ask these questions. For example, which questions should take a rising intonation at the end and which questions should take a falling intonation at the end? Mark the intonation on your questions and practise reading the questions aloud.

Example:

What other languages can you speak? (falling intonation)
- 3** With your partner, ask and answer the questions: one of you should play the role of Meseret and the other plays the role of the Manager of Mountain Trading.
 - Use the information in Hadas's CV.
 - Make up any other information.
- 4** Work in a large group of between eight to ten people and sit (or stand) in a circle.
 - The first person asks one of his/her interview questions and the next person on the right has to answer as if they were Hadas.
 - That same student now chooses one of his/her questions and asks the next person sitting on the right, who then has to answer.
 - Continue in this way going round the circle.
 - Anyone in the group can interrupt when one of the questions or answers is ungrammatical or inappropriate in some way, or includes incorrect information about Hadas.

**B7.8 Writing:** A letter of application**How to write a letter of application for a job**

When you apply for a job, you have to *sell* yourself. Every aspect of the letter is important: neat writing and appearance, clean paper, good use of English and correct spelling, all the necessary information, the correct length, polite in tone, a formal lay-out and style.

Follow these steps:

- Begin the letter by referring to the advertisement and the name of the newspaper where you saw it.
- Give necessary information about yourself: age, schools attended, examinations passed, subjects taken, languages spoken and so on.
- Give any other useful information such as relevant experience, posts of responsibility inside or outside school; if possible say why you think you may be suitable for this post.
- Include the names of two referees who are willing to answer questions about you. These should be responsible and respected people who are not related to you.

Unit 7 Finding a job

1 Look at Hadas's letter in B7.3 and identify the expressions that do the following:

- refer to where she saw the advertisement
- explain the reason for her letter
- introduce relevant experience
- introduce her referees
- close the letter

2 Work on your own. Choose one of the jobs described in the advertisements in B7.2 that you would like to apply for and do the following tasks:

- 1 Write your own CV using Hadas's CV as a model. Give as much information as you can about your experiences, achievements, interests and responsibilities both in school and outside.
- 2 Write a letter of application for the job. You can use Hadas's letter as a model.

B7.9 Study skills: Focus on reading

A Predicting

Thinking about what a text is going to be about is a very useful way of helping you to understand it. For example: just looking at the title, the way the text is organised and any sub-headings can give you a good idea of the content. In addition, predicting is something you can do as you read each paragraph and each sentence.

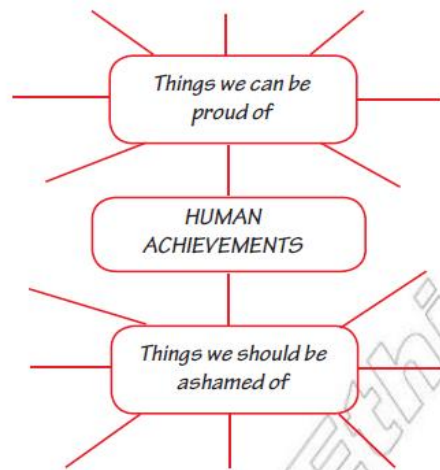
1 Work on your own and predict possible endings for these sentences.

- 1 Here is the weather forecast. It is likely to be hot and sunny in the east, but ...
- 2 Nairobi is the capital and largest ...
- 3 When the world price for coffee fell by 50 per cent, farmers ...
- 4 Not only has the scheme resulted in improved maternal health but infant mortality ...
- 5 The common cold is a contagious disease which infects the ...

2 Compare your sentence endings with one or two other students and discuss the clues that enabled you to complete them.

3 Working together, write the ending of this paragraph in your exercise book.

Cell phones were first developed in 1979 by the Swedish company Ericson. Initially they were large and heavy, but by the mid-1990s developments in the technology meant that small devices that could be easily held in the palm of the hand were available to the mass market. Over a decade later, the cell phone ...



B8.7 Writing: An essay

- 1** You are going to write an essay. Can you recall the seven stages of essay writing? If not refer to A2.12.
- 2** Following these seven stages, write an essay with this title:
Do human beings have more to be proud of than ashamed of?

B8.8 Study skills: Focus on listening

A Preparing and predicting

- 1 Dictation 1**
 - 1** Your teacher will read you a short dictation text. You will hear each section twice. Write what you hear during the dictation.
 - 2** Your teacher will give you a copy of the dictation script. Check your work and see how well you have taken down the dictation.
- 2 Dictation 2**
 - 1** Your teacher is going to read another dictation text. Before you begin, look at the title and discuss what you know about this topic: Land mines
 - 2** Predict some key words that may appear in the text. Write them in a list in your note book.
 - 3** Listen to your teacher reading the text and tick the words in your list that you hear.
 - 4** Now your teacher will dictate the text. You will hear each section twice. Write down the dictation.
 - 5** Your teacher will give you a copy of the dictation text. Check your work and see how well you have done.

Unit 9 Tradition versus progress

Remember:

- words in a sentence which convey the most important meaning are stressed
- when a one-syllable word is stressed, the whole word is stressed
- When a word with more than one syllable is stressed, you only stress the syllable that is normally stressed in that word.

Example: Give me the money.

- 4 Now think about the intonation. To revise intonation see B2.8. Look at the notes you made in the table above about feelings and decide what the intonation should be. Remember: The stronger the feeling, the higher and lower the rises and falls.
- 5 Practise reading the conversation with the sentence stress and intonation patterns you have discussed.
- 6 Repeat exercises 3–5 with the other conversations.

A9.6 Increase your word power: Change

- 1 Look at the words in the box. They are all in some way connected to the word *change*.

adjust alter amend bring about conserve develop effect exchange grow
implement innovate keep make modify move away from move on preserve radical
rearrange remain the same revolutionise sea significant small transform vary

- 2 Work with a partner and put the words into groups according to their connection with the word *change*. For example, synonyms, verbs that can be used with *change*.
- 3 Try to add more words to each group.
- 4 Add suffixes or prefixes to as many of the words as you can, for example *changeable*, *unchangeable*.
- 5 Make eight sentences with different words from the box about any changes in your local region.



A9.7 Writing: A report

- 1 You are going to write a report on a situation that needs to be changed. Work with a partner and read the background to the situation. List the problems you can see in the picture.

Example: *Students are using the lab to meet their friends for a chat.*

You are a new science teacher in Valley High School. You have become aware that basic safety rules are being broken in the science laboratory on a regular basis. You are very disturbed and have decided to write a report for the Head of the Science Department. Your report will contain information about what is wrong and some recommendations for improving safety.

The picture shows the kind of student behaviour you have witnessed in the science laboratory.



2 Discuss what needs to be done to improve the situation. You could also make suggestions for how to enforce the rules.

Example: *A list of safety rules need to be displayed in the lab and publicised.*

3 Write your report by following these steps.

- Write your report on your own.
- The report should be at least 500 words in length.
- Use the ideas from your discussion.
- Divide your report into these sections:
 - a Background (why you are writing this report)
 - b The current situation
 - c Conclusion and recommendations
 - d Appendix (You could include a suggested list of safety rules for the science lab.)
- Follow the usual seven stages for producing a piece of written work. Refer to A3.3 *Written assignments* and B5.12 *How to write a report*.

4 Present your report to the rest of the class.



B9.9 Writing: An essay

1 You are going to write an essay in which you argue a point of view. You should plan and write this essay on your own.

Choose one of these essay titles.

- a Ethiopia should do everything it can to preserve its culture and traditions.
- b Increased wealth will not mean a happier Ethiopia.
- c The rest of the world has much to learn from Ethiopia.
- d Ethiopia must find its own way to develop and not use Western countries as a model.

2 Follow these steps:

- 1 **Brainstorm ideas.** Make notes of some ideas in favour or against the title you have chosen, depending on your point of view.
- 2 **Select your points.** It is generally better to make a few good points (say, two or three) and to support each one very briefly in some way by expanding it, explaining it or giving an example. So, your next step should be to decide which of the points in your list you are going to include and how you are going to support each one.
- 3 **Make a plan.** Make an outline plan that has this basic structure.

<p>Introduction</p> <hr/> <hr/> <hr/> <hr/>
<p>Main points</p> <p>I</p> <hr/> <hr/> <hr/> <hr/> <p>II</p> <hr/> <hr/> <hr/> <hr/> <p>III</p> <hr/> <hr/> <hr/> <hr/>
<p>Conclusion</p> <hr/> <hr/> <hr/> <hr/>

- Begin by listing the main points and supporting points that you are going to make.
- Think about how you are going to introduce the topic of your essay. Note: this is a formal essay, so use a fairly formal style and tone.
- Now think about how you are going to conclude your essay. You can state your viewpoint and summarise briefly the points you have made.

- 4 Write your first draft.** Once you have written your plan, you can write your first draft. Don't forget to put your essay title at the top of the page.
- 5 Check and edit your essay.** When you have finished, check your first draft thoroughly for ideas, accuracy, and length.
- 6 Ask someone else to read your essay critically.** Make any changes they suggest, if you agree with them!
- 7 Write a neat, final version of your essay.** Underline your title, and make sure there is a clear break between one paragraph and another.

B9.10 Assessment

1 Speaking

Work in a group of four to five people. Choose one of the essay topics in B9.9 about the development of Ethiopia to discuss. Don't choose a topic which more than one person chose for their essay.

- You should discuss the pros and cons of your topic and try to reach a consensus.
- Your discussion should last for a minimum of 10 minutes.
- Each person should contribute to the discussion.
- To review the language of discussion look back at A1.8 before you start.

2 Writing

Your teacher will assess the essay you wrote in B9.9 in which you argued your point of view about the development of Ethiopia.



A10.4 Speaking: The Haiti earthquake

- 1** Work with a partner and re-tell the story of the Haiti earthquake.
 - Use the notes you made about the story in A10.1 exercise 7.
 - Use a variety of narrative verb forms.
 - Use a variety of quantifiers.
- 2** Practise your story a few times: both you and your partner should be involved in telling it.
- 3** Tell your version of the story to another pair of students and then compare both versions.



A10.5 Writing: A description



- 1** This picture was taken the day after the Haiti earthquake in the capital, Port-au-Prince. Work on your own. Choose one of the people in the picture and imagine you are that person.
 - 1** Think about the scene from your perspective and make some notes. Include information about:
 - why you are there
 - what the building is
 - what happened here
 - what are you all trying to do
 - your feelings and fears.
 - 2** Write a description of the scene from your notes.
 - 3** Check your work carefully and make any necessary changes.

Unit 10 Future threats

- 2 Work in a group. Each person should read out their description of the scene. After each description the other group members should:
- identify the person in the photograph who is describing the scene
 - comment on the description and/or ask questions about it.

A10.6 Increase your word power: Phrasal verbs with *up*

- 1 To review what phrasal verbs are and how they behave see B1.3.
- 2 Look at this short paragraph and underline the phrasal verbs.

My brother has taken up cross-country running and so he's had to give up smoking. However, we have strong lungs in our family because we grew up in the mountains, so he can always keep up with the other runners. His training schedule is made up of running, cross training and weights.

- 3 Decide which of these phrasal verbs:

- 1 consists of three words
- 2 takes a direct object
- 3 doesn't take a direct object
- 4 can be separated
- 5 can't be separated.

When *up* is used as a particle of a phrasal verb, it has the meaning of: an upward movement, an increase, completion, approaching.

- 4 Complete these sentences with six of the verbs in the box. Put them in the correct form where necessary.

hang clear look pull own speak stay mess

- 1 Please _____ up, we can't hear what you are saying.
- 2 On the night of the party, we _____ up until six o'clock in the morning.
- 3 I'm afraid I was so angry that I _____ up without saying goodbye.
- 4 We don't know who _____ up the school hall. The head teacher is waiting for someone to _____ up so they can _____ it up.
- 5 Look! A car has _____ up in front of the house.
- 6 Don't keep _____ up words in a dictionary. Try to work out what they mean.

- 5 Write the sentences in exercise 4 without the phrasal verbs, substituting a synonym, or paraphrase.

Example: Please talk more loudly, we can't hear what you are saying.

- 6 With a partner, write a short paragraph containing six phrasal verbs with *up*. Read out your paragraph to the rest of the class with gaps where the phrasal verbs should be. The other students must guess what the verbs are.



A10.7 Writing: A report

1 Work with a partner and study these statistics. They show worldwide deaths due to three different causes. (Note: totals have been rounded up or down).

Table 1: Earthquakes worldwide 2000–2010 (all magnitudes)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Quakes	22,250	23,530	27,450	31,420	31,190	30,480	29,570	29,690	31,780	14,800
Deaths	230	21,360	1,690	33,820	228,800	88,000	6,600	710	88,010	1,790

Source: USGS National Earthquake Information Center

Table 2: Incidents of terrorism worldwide

	2005	2006	2007	2008
Attacks	11,160	14,550	14,510	11,770
People killed	14,560	20,470	22,510	15,770

Source: US State Department 2009

Table 3: Road traffic fatalities actual and predicted

	1990	2000	2010
	540,000	720,000	1,200,000

2 Discuss the following with your partner:

- How the number of deaths changed over the period of time shown in each table.
- The differences between the number of deaths by different causes.
- Study the language in the boxes before you start.

Describing changes or trends

Verbs

- *The number of ... declined/decreased/fell until ...*
- *The number of ... increased/rose from ... to ...*
- *The number of ... remained stable over the period.*
- *The number of ... fluctuated during this period.*
- *The number of ... reached a peak/peaked in ...*

Adverbs

sharply/dramatically/significantly/steeply
steadily/gradually/slightly

Nouns

- *There was a decline/decrease/fall in the number of ... over the period.*
- *There was an increase/rise in the number of ... from ... to ...*
- *There was little/no change in the number of ... until ...*

Adjectives

sharp/dramatic/significant
steady/gradual/slight

Comparing and contrasting

Comparatives and superlatives

- By far the highest number of ...
- There were slightly more ...

Linking words and expressions

Contrast:

- *Whereas ... , ...*
- *On the one hand ... on the other hand ... conversely ...*
- *While ...*

Concession:

- *Despite the fact ... , ...*
- *... however ...*
- *Although ... , ...*

Other words

- Verbs: *resemble, differ from, exceed*
- Nouns: *difference*
- Adverbs: *like, unlike, neither, both*
- Adjectives: *different, similar*

3 Write a short report of one or two paragraphs on the information in the tables.

- Use the points you made in your discussion.
- Make a plan of the information you are going to include. You don't need to mention all the data in the tables, only the most important.
- Use the language in the boxes to describe changes and to compare information.



A10.8 Writing: A formal letter

Work in a small group.

1 Read this extract from a formal letter and answer the questions below.

I would like to take a little of your time to put forward an idea which in my opinion would make a big improvement to the quality of life in our town.

I believe that we must do something about large quantities of rubbish in the outskirts of the town. It is a disgrace and it is time there were regular rubbish collections in these areas, rather than simply in the town centre

Piles of rubbish are unhygienic and a serious danger to public health. Children can often be seen playing in it and this in itself must contribute to the high incidence diarrhoea in the town. Also, as well as flies, cockroaches and rats and mosquitoes breed in the rubbish and so again it is not surprising that figures for cases of malaria are also high, particularly during periods of frequent rainfall. In addition many people are injured by cutting themselves on pieces of rusty metal or broken glass when walking by these piles of rubbish in the dark.

Another important point is that the rubbish smells unpleasant and looks very ugly. Morale and civic pride in the town would be considerably enhanced without it.

Finally, I am aware that some might argue that regular rubbish collections for the whole town would be an expense we cannot afford. However, I think the cost-benefit ratio would make it a fairly inexpensive project.

As our Member of Parliament, I respectfully request you to consider making this a priority for our district. I am sure if you think carefully about the benefits of regular rubbish collection, you too will be convinced that my proposal is worthwhile. I have no doubt that it would be popular with the voters too.

Thank you very much for your attention.

- 1 This is the body of the letter. What other parts of the letter are missing? See B1.7 to review how to write a formal letter.
- 2 Imagine that you have written this letter. Can you write the missing parts? Write these in your exercise book.

2 Discuss the content of the letter.

- 1 Is the proposal a good one?
- 2 What points are made to support it? Are they convincing?
- 3 Is the letter written in an appropriate style?

3 Think about your town or district. What do you think needs to be improved? Brainstorm some ideas.

4 Work on your own and choose one of the ideas that your group came up with. Write a similar letter to your local MP or authority. Make a plan before you start writing the letter. See B1.7 to review how to write a formal letter.

A10.9 Study skills: Exam strategies – part 1

It is not long now until your exams, so you should be starting your revision. When you think of all the topics you have covered in all your subjects, trying to remember everything can seem daunting. However, by planning your revision appropriately, you will have the confidence to do your best in exams. Familiarising yourself with some exam strategies will help you in the weeks leading up to the exams and during the exams themselves.

1 A good start to your revision is a revision timetable. Read this information.

Drawing up a revision timetable

Many students find it useful to prepare a revision timetable to guide their work in the weeks before their exams:

Step 1: For each subject make a list of all the topics you have studied for the exam. For English you can make one list of topics that you have covered and another list of language structures. You also need to make a list of the skills needed for different parts of the exam paper, for example: summary; composition (list different kinds of composition); reading comprehension and so on. In English there are things you need to remember, like vocabulary, and skills you have to demonstrate, like writing an essay.

Step 2: Work out how much time you have before the exam and then make a realistic assessment of how much studying you can do everyday. You should bear in mind how much time you need for other things.

Unit 10 Future threats

1 Write these sentences in the passive.

- 1 They have given Shitaye a prize for merit.
- 2 We have given our house a fresh coat of paint.
- 3 Weizero Medhin teaches science to Grades 9 and 10.
- 4 They will tell us our results in about a month.
- 5 A hotel has already offered Birikti a job.
- 6 We have elected Zewdu form captain.
- 7 Many people say that eating pineapple is not good when you are ill.
- 8 People say the fort was built in the 15th century.
- 9 The police think the same thief has broken into ten houses in our area.
- 10 They claim there are ghosts in the old house on the corner.

2 Make a sentence about each of the future threats you heard about and discussed in the previous section. Use: *It is said/claimed that ...*

Example: *It is believed that the Yellowstone super volcano may erupt at any moment.*



B10.4 Writing: Graffiti posters

Work in a small group.

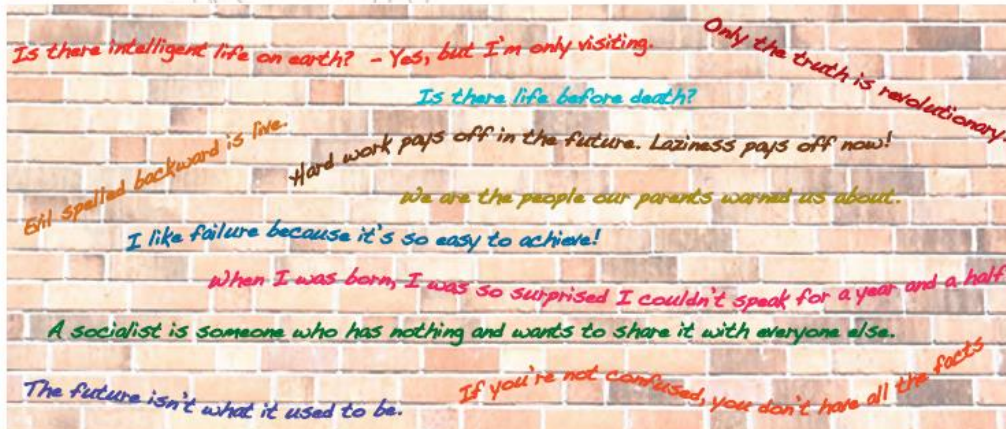
1 Discuss what graffiti is and try to come up with a definition.

2 Complete this short text about graffiti by putting one word in each space.

Graffiti can take the form of images or (1) _____ on public property, particularly the outsides of (2) _____. It is done informally and in many countries is a (3) _____ for which you can be punished. Some people (4) _____ it is disrespectful and (5) _____ the appearance of public places. Others, (6) _____, love it and say it is creative and gives a (7) _____ to those who have no other way of expressing themselves to a (8) _____ audience. Graffiti has existed since (9) _____ times, with examples that go back to Ancient Greece and the Roman (10) _____. Nowadays, some city councils provide graffiti spaces: blank (11) _____ people can (12) _____ or write whatever they want.

3 Listen to your teacher reading the text and check your work.

4 Read and discuss these graffiti.



- 5** Your teacher will give each group a large piece of paper. Use it as a graffiti space and write some graffiti about the future. They can be funny or serious.
- Discuss them before you write them.
 - Write them all over the piece of paper, at different angles and in different styles and colours.
- 6** When your graffiti poster is ready, display it for other students in the class to look at.
- 7** As you read posters prepared by other groups, add some graffiti to them, such as a reply or an extra comment to something already there.



B10.5 Reading: Markos' world

- 1** Work in a small group and discuss these questions.
- 1 What is a shanty town?
 - 2 Are there shanty towns in your area? What are they like?
 - 3 Do you think Addis Ababa and other cities in Ethiopia are growing? What about the shanty towns?
- 2** Survey the text below. Try to do it in three minutes and then discuss what you have found out.

Welcome to Markos' world

Meet Markos, he's 15-years old. He lives in a big city. Not in one of the large, luxurious houses with a beautiful garden and swimming pool on one side of the city. You'll find his house a few kilometres away, in a place where rich people rarely go. It isn't very luxurious and it doesn't have a garden. It is made of a few pieces of tin sheeting which were nailed together a long time ago. Parts of it have fallen down or rusted through and in places they have been replaced with bits of wood or plastic. From the outside it looks as if it could collapse at any moment. Open the door and there is one small room with a few bits of old furniture and boxes, some water containers and a little stove. The house is packed into as small a space as possible, among thousands of others. Mostly they look like Markos' house but some are made from mud or concrete blocks and have a couple of rooms inside. Most of the houses have no bathroom, though; Markos' nearest toilet is a pit latrine which serves about ten houses. It is very unhygienic. It smells bad in hot weather and during rains it often floods, spreading sewage round the neighbourhood.



Markos lives with his mother and his younger brother and sister. They are lucky in some ways. There is a tap not far from their house so Markos and the children can fill up the water containers for their mother. This is a big improvement. Until it was put there a year ago, they had to walk for 20 minutes to the nearest well and then queue up for water. There is a school there too. His

Unit 10 Future threats

3 You should now be in a group made up of different professions: you must not have more than one person representing any one profession. You must now decide who can escape to Mars and who is the one person who must stay on Earth.

- Each person must defend their profession: convince the others that they are vital to the success of the new Earth colony on Mars.
- You can also mention why some of the other professions are less important than yours.

4 At the end of the discussion, you must vote to decide which professional must stay behind, based on the strength of the speaker's reasoning.



B10.7 Writing: 10 rules for a new society

The group of seven professionals, plus one or two VIPs who were able to find a place for themselves, have now arrived at the Earth colony on Mars. There are equal numbers of men and women.

Before you left Earth, it was decided that the colony should be run on co-operative principles: there is no leader and decisions are made collectively, by two-thirds majority vote.

You have now been here for a few weeks and it is obvious that a set of rules is needed to govern how your small society runs. You are all agreed that to keep things as simple as possible, there should be only ten rules.

- 1 Work in a group. Brainstorm some possible rules.
- 2 Reduce your possible rules to a list of ten. You must agree these rules by a two-thirds majority.
- 3 When you have agreed them, write them as formally as possible on a piece of paper.
- 4 Display them to the rest of the class, and then read the lists produced by all the other groups.
- 5 Nominate the best rules from each group list and come to a two-thirds majority agreement on a class list of rules for the new colony.



B10.8 Speaking: A presentation and a speech

1 With a partner, discuss the difference between a presentation and a speech. Look at the points and put them in two lists under the headings *A presentation/A speech*. You can put some of the points in both columns, if you wish.

- On a specific topic which has been researched by the speaker
- Usually quite formal
- May be part of an academic programme
- Given on specific occasions, such as a wedding or Speech Day or by a politician
- Audience may interrupt with questions or ask questions at the end
- Not read, but speaker has notes to refer to
- Can be read, particularly longer speeches
- Often accompanied by pictures, diagrams or slides.

Part A

Objectives

In this part of Unit 11 you will:

- extend your knowledge of words about the film industry
- listen to a talk about the Ethiopian film industry
- write a summary of the talk
- listen to an interview with a film-maker
- learn about how to express past intentions
- read an interview with a film star
- extend your ability to report what someone has said
- write a dialogue
- learn some more exam strategies.

A11.1 Introduction: The film industry

Work in a small group. You probably watch films sometimes.

What do you know about the film industry?

- Brainstorm what you know. Think about: the film production process, jobs in the film industry. One person in the group should act as your secretary and write down your ideas.
- Look at your ideas and discuss ways you can divide them into groups.
- Create a mind map using this oval as your starting point.



THE FILM INDUSTRY



A11.2 Listening: The Ethiopian film industry

- 1** Do you watch Ethiopian films? Which ones have you particularly enjoyed? What do you know about the film industry in this country?
- 2** You are going to listen to a talk about the Ethiopian Film Industry. As you listen, make outline notes. To review how to make outline notes, see A3.3.
- 3** After the first listening, check your notes with a partner. Listen to the text again and add more information to your outline.



A11.3 Writing: A summary

Use your notes from the previous section to write a summary of the talk.

- Write in full sentences, without abbreviations.
- When you have finished writing, check your summary carefully. Swap it with a partner's summary and give each other tips on how to improve it.
- Make any necessary changes.

To review how to write a summary, see B6.6.



A11.4 Listening: An interview with a film-maker

1 You are going to listen to an interview with Haile Gerima, who talks about his life and his film *Teza*.

- 1 Work in small group and discuss what you know about this film-maker.
- 2 Listen to your teacher reading the first question and discuss what you think the answer will be and make notes in the table. Then, listen to the actual answer and make notes on it. Continue in this way with the remaining questions.



A moment with ... Haile Gerima

	Your predicted answer	Mr Gerima's answer
Question 1		
Question 2		
Question 3		
Question 4		
Question 5		

- 3 When your notes are complete, discuss your impression of Haile Gerima from this interview and your opinion of his ideas.

A11.5 Language focus: Past intentions

We can talk about our past intentions – things we planned for the future to do at a past time – using *was/were going to*.

This structure usually indicates that the planned event or activity did not happen, for example:

I was going to go out last night, but it started raining, so I stayed at home.

1 Write what you think was planned in each of these sentences.

- 1 We _____, but we changed our minds and took a taxi instead.
- 2 I _____ at university but now I've decided to do economics.
- 3 My brother hates his job. He _____, but decided it was better to stay until he can find another one.
- 4 It's my birthday tomorrow. I _____, but we decided it would be too expensive.
- 5 My friends and I _____ at the stadium, but there were so many people, we decided to watch it on television instead.
- 6 I _____, but I didn't have enough money.

- 4 The student denied ... in the exam.
a to cheat
b us that he cheat
c us to cheat
d cheating
- 5 My brother encouraged ... more confident about my chances.
a to be
b me to be
c me that I am
d that I am
- 6 Our teacher suggested ... some vocabulary for homework.
a that we should revise
b us to revise
c to revise
d us revising
- 7 John asked ... on the geography he had just revised.
a me to test him
b to test him
c me test
d that I test him
- 8 The police prohibited ... the building.
a the public from entering
b the public not to enter
c that the public enter
d entering
- 9 Jemila suggested ... basketball the night before the exams started.
a to play
b us playing
c playing
d us to play
- 10 The thief forced ... the keys.
a the car driver to give him
b the car driver giving him
c that the car driver to give him
d giving the car driver



A11.8 Writing: A dialogue

Go back to the interview with Kate Winslet. Write the dialogue between her and the journalist.

- Only include what was said in the interview – not the background information the journalist gives about Kate Winslet.
- Some of her words are in reported speech in the text and some are in direct speech. You must write her all her words in direct speech in the dialogue.
- The journalists questions are all reported, so you must change them to direct speech.
- You may have to make up some missing questions.

Begin like this:

J: Could you begin by telling me where you originally come from?

KW: Yes, I was born in England and I grew up there.

Unit 11 The film industry

J: What do your parents do?

KW: All my family are involved in the theatre in England.

J: Do you miss them now that you live in New York?

KW: Very much.

A11.9 Study skills: Exam strategies – part 2

- 1** In A10.9 you looked at how to draw up a revision timetable and were given the task of drawing up your own revision timetable for English.

Work in a small group and

- compare your revision timetables and discuss how practical they are
- describe how you have been getting on with your revision so far.

- 2** We are now going to look at reading comprehension. The reading comprehension section of the exam consists of one or more reading texts with comprehension questions. Here is some advice about this part of the exam.

Reading comprehension

- 1 Look at the title and any illustrations and spend a few moments thinking about the topic and predicting what the text is about.
- 2 Survey the text in 2–3 minutes and reflect briefly on what aspects of the topic it covers.
- 3 Having had a look at the text, your next priority is to answer the comprehension questions, so you should now read the questions: they will probably be multiple choice.
- 4 Generally the questions follow the order of the text, which means that the first question is usually answered in the first part of the text and so on. What you can do now is to look through the text, noting where the answers to the questions can probably be found. Don't attempt to answer them at this stage.
- 5 Now it is time to answer the questions. Go back to the first question and try to answer it, then, go to the place in the text where it can be answered and check or find the answer.
- 6 Note: in the examination time is your enemy! Begin by answering all the questions you can answer. Don't spend too long puzzling out a question you find difficult, leave it and move on to the next.
- 7 When you have tried to answer all the questions, go back to the ones you couldn't do and have another try. Again, don't spend too long on them.
- 8 Go on to the other sections of the exam and complete them. Leave yourself enough time at the end to go back to have another look at the questions you couldn't answer. If you still can't answer them, make a guess rather than leaving a blank.

- 1** Put these strategies in the order in which you should use them in the examination, according to the advice given above.

- | | |
|--|--|
| a Survey text | b Find answers in the text |
| c Go back again and guess answers you still can't do | d Go back to questions you couldn't do and try again |
| e Predict answers | g Read questions |
| f Predict topic | |

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- You must answer the questions Student B asks while in your role.
- If you think some of the questions are too personal, you can say:
I'd rather not answer that, if you don't mind.

Student B: You are a journalist. Interview Student A in their role as a famous person.

- Ask a range of very personal questions, some of which Student A may not want to answer.
- Use a range of indirect question forms.

3 Practise your role-play interview a few times and then perform it for another pair of students.



B11.2 Speaking: Talk show

1 Work in a group of four or five people and have a discussion about talk shows: Do you ever watch talk shows on television? If so, which ones? What is the format? Do you like them?

2 You are going to create a talk show for the rest of the class to watch.

Follow these steps:

- 1 Choose two or three celebrity guests, and two hosts to introduce the show and interview the guests.
- 2 Each person should then prepare their role.

Celebrity guests: Make up these details about your life story:

- name
- job
- age
- where you come from and details about your family
- why you are famous
- how you started your career
- your present activities
- your future plans.

Hosts: Plan your roles together and think about:

- which of you is going to interview each guest and introduce and close the show
- the introduction to the show
- your introduction to each guest
- four or five questions to ask each of the guests (they should be different for each person)
- the ending of the show.

- 3 Practise your show once or twice. It should last about 10 minutes.
- 4 As each group perform their talk show, the rest of the class should act as the audience.



B11.3 Writing: A review of a television show

Write a review of your talk show. Imagine it is for a newspaper or magazine and use this structure:

- Mention what kind of programme it is.
- Give a brief description of the format and the names of the hosts and the guests.
- Comment on the performances (of the hosts and the guests).
- Make a general comment on the show and say who it will appeal to.
- Plan your review and write it following the seven stage approach to writing tasks (see A3.3)



B11.9 Writing: Formal letters

1 The bodies of some letters are given below. Match each one to its function in this list.

- a** A response to an enquiry.
- b** An enquiry about a product.
- c** A complaint.
- d** A rejection.
- e** A request for information.

1

Thank you very much for your order. **We look forward to being able to** supply you with office furniture. However, I am afraid that your order form was incomplete.

Please could you let us know the model number and colour of the shelving units you require. As soon as we have this information we will be able to dispatch your order immediately.

We are very grateful for your interest in our products.

2

With reference to the above mentioned order, on Monday, April 7th I telephoned your company on 0840 4440 to ask for the small shelf bolts. These were missing from the consignment of shelving units which had arrived that same morning. I was assured by your operator they would be sent immediately.

Unfortunately, since my phone call five days ago they have not arrived. As it is impossible for us to assemble the shelving units without them, and as the shelving units are required now, unless I receive them by Tuesday, April 22nd, **I will have to** return the consignment to you.

3

Thank you very much for attending for interview yesterday. I regret to inform you that we are unable to offer you a post at this time.

The interviewing panel felt that the skills you have to offer are not what we are looking for at the moment.

We would like to thank you for your interest in our company.

4

I am writing to ask if you would be able to furnish a new office due to open in Addis Ababa in January, with a staff of approximately 50 people.

If you feel you would be able to supply an order of this size within this deadline, **please could you** send me a catalogue and price list for your Ergo range of office furniture.

I look forward to hearing from you.

5

With reference to our phone conversation yesterday, I am **writing to confirm that** we can provide lunch for 50 people in our banqueting suite at midday on Thursday, June 1. I enclose two alternative menus with prices, and **I would be very grateful if you could let me know** which you would prefer at your earliest convenience.

If you have any further queries, please do not hesitate to contact me.

I look forward to hearing from you.

Unit 11 The film industry

2 Complete this table with highlighted phrases from the letters.

a	Starting a correspondence	
b	Referring back to a previous contact	
c	Making a request	
d	Introducing bad news	
e	Making a complaint	
f	Making a threat	
g	Enclosing documents	
h	Expressing thanks	
i	Offering future help	
j	Referring to future contact	

3 You are going to write a formal letter. Read the information in the box and then follow the instructions below.

You have seen an advertisement in the *Daily Nation*, a Kenyan newspaper, for a business training institute in Nairobi, Kenya which runs courses in marketing. You are interested in a six-month introductory course suitable for school leavers, but you don't know if the institute runs such a course.

- Write to the Institute asking for relevant information.
- Decide what information you want to know about the course.
- Write to: Admissions officer, Karen Business Institute, PO Box 156678, Nairobi, Kenya.
- Include addresses, opening salutation and so on, not just the body of the letter.
- Lay out your letter using the usual conventions. To review the lay out of formal letters see B1.5
- Use language from the table above.

B11.10 Assessment

1 Listening

Your teacher will read you an interview with a film critic about the effect of films on society. As you listen, decide if each of these statements is true or false according to what the film critic says. Write T or F next to each statement.

- 1 Plato argued that poetry is harmful to society.
- 2 Aristotle argued that the arts have a positive impact on society.
- 3 Seeing a film in a cinema has a corrupting impact on the viewer.
- 4 The problem with the violence in many films is that it is shown as something ordinary.
- 5 Western films are not popular in other parts of the world.
- 6 In Africa, Asia and the Middle East people do not like children to talk back to their parents.
- 7 All films show us how human beings can overcome difficulties.
- 8 Great films have many beneficial effects.

2 Writing

Write a short report on the harmful and beneficial effects of film on society using the ideas in the listening text.

Part B**Objectives**

In this part of Unit 12 you will plan, prepare and produce a class magazine, and then review it.



B12.1 Speaking and writing: Planning, preparing and producing a class magazine

VOICES – The magazine of Grade 12



The whole class is going to create a class magazine.

1 Planning the content: You have already seen that there are different kinds of magazines. Your class magazine is for the students in your school – and possibly from other schools too. Follow the instructions below to help you plan your magazine:

- All the class should brainstorm ideas for the content of the magazine, for example: what kinds of articles you would like to include and some specific ideas, for example:

Why don't we have an interview with a local celebrity?

Good idea. What about our local MP?

- Somebody in the class should write all the ideas that come up on the board.
- Think of as many ideas as you can.

Unit 12 Class magazine

- When you have run out of ideas, choose a final list of articles and features, bearing in mind your audience.
- Make a flat plan on the board of each page in the magazine. A flat plan usually includes:
 - the front cover
 - the first inside page
 - the other inside pages
 - the back coverWhile doing this you must decide how long each article or feature will be: one page or more?
- You also need to think of a title for your class magazine.

2 **Distribution of roles: Now it is time to decide what everybody is going to do. You must decide on a small team of people for each of these roles:**

Writers: There should be a number of writers or writing teams. Each one should take responsibility for one article or feature. Plan your article, do your research and then write it. You need to discuss with the editors how long your article should be.

Illustrators: There should be a few people allocated to provide the illustrations. These will accompany some or all of the articles and features. They can be drawn by hand, or you can use photographs.

Designers: You are responsible for the layout and overall look of the magazine. You must provide titles for all the articles and arrange them on each page with the illustrations. You must also design the cover and the contents page.

Editors: You are responsible for the written content of the magazine. You must check each article as it is written and make any necessary changes. In addition, one editor must write a short introduction to the magazine and one editor should also take responsibility for the overall schedule and for printing and collating the magazine.

Advertising managers: To cover the cost of printing the magazine, you could try to get some advertising or sponsorship from local shops or companies. If you would like to do this, choose a couple of advertising managers who will take responsibility for finding advertisers or a sponsor.

3 **Schedule:** Discuss with your teacher a suitable schedule for producing your magazine. Take into account how long it will take to write the articles, design them, edit them, get advertisers and so on.

4 **Producing the magazine:** As each team gets on with their work, it is a good idea to refer to some published magazines to give you an idea of the kind of language and look you should be trying to achieve.



B12.2 Speaking: Reviewing your work

1 **Think about the contribution of your team to the magazine. Discuss your progress, your end result and complete the table below:**

	Yes ✓	To some extent?	No ✗
1 Our contribution was as good as we could have made it.			
2 We completed our work on time.			
3 We each contributed equally.			
4 We are all satisfied with what we have achieved.			

Appendix-I

Objectives found in teacher's guide

Unit	Objectives of the writing tasks By the end of this section students should be able to:
1	-Write a five paragraph essay to explain, inform and argue -Elaborate and justify ideas/arguments/opinions in essays by giving examples
2	-Write five paragraph essay to explain -Independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread -Interpret simple statistics and write a report
3	-Write a report based on an interview -Write five paragraph essays to explain
4	-Write five paragraph essays to explain, inform and argue
5	-Elaborate/justify ideas/ arguments/ opinions in essays by giving examples
6	-Write 5 paragraph essays to explain, inform and persuade -Summarize a text using bullet points -Write business correspondence to a standard acceptable in the workplace -Independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread
7	-Write a letter of application for employment
8	-Independently follow the seven stages of writing, think, brainstorm, plan, draft, check, rewrite, proofread -Elaborate/justify ideas/arguments/opinions in essays by giving examples -Write five paragraph essay to explain, inform and argue
9	-Write and present a 500 word report on a given topic for specific audience including suggestions/recommendations -write a five paragraph essay to argue
10	-Interpret simple statistics and write a report -Write formal/business correspondence to a standard acceptable in the workplace
11	-Summarize a text in various forms including bullet points, charts, notes and paragraphs. -Write a report based on an interview
12	-Independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread -Different MLCs will be practiced by different students

Appendix-J

Objectives that are found in syllabus

Unit	Objectives of the writing tasks in the syllabus By the end of this unit the students will be able to:
1	-Write 5 paragraph essays to explain, inform and argue -Elaborate/justify ideas/ argumentations in essays by giving examples
2	-Write five paragraph essays to explain -Independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread -Interpret simple statistics and write a report
3	-Write a report based on an interview -Write five paragraph essays to explain
4	-Write 5 paragraph essays to explain, inform and argue
5	-Summarize a text in various forms including bullet points, charts, notes and paragraphs -Elaborate/justify ideas/ arguments/opinions in essays by giving examples -Write and present a 500 word report on a given topic
6	-Summarize a text using bullet points -Write 5 paragraph essays to explain, inform and persuade -Write business correspondence to a standard acceptable in the workplace -Independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read.
7	-Write a letter of application for employment
8	-Independently follow the seven stages of writing think, brainstorm, plan, draft, check, rewrite, proofread -Elaborate/justify ideas/ arguments/opinions in essays by giving examples -Write five-paragraph essay to explain, inform and argue
9	-Write a five paragraph essay to argue -Write and present a 500 word report on a given topic for a specific audience including suggestions/recommendation
10	-Interpret simple statistics and write a report -Write formal/business correspondence to a standard acceptable in the workplace
11	-Summarize a text in various forms including bullet points, charts, notes and paragraphs -Write a report based on an interview
12	-Independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread -Different MLCs will be practiced by different students

Students role				Teachers Role				Setting						
Group participant		Active		Group participant		Active		Group participant		Active				
Yes	No	Tot	Yes	No	Tot	Yes	No	Yes	No	Tot	Yes	No	Tot	
8	17	25	25	0	25	10	18	28	28	0	28	0	28	
% 32	68	100	100	0	100	% 35.71	64.29	100	100	0	100	0	100	
Facilitator		Observer		Facilitator		Observer		Facilitator		Observer		Participant		
Yes	No	Tot	Yes	No	Tot	Yes	No	Yes	No	Tot	Yes	No	Tot	
10	15	25	14	11	25	9	19	28	6	28	0	28	28	
40	60	100	56	44	100	% 32.1	67.8	100	78.5	21.4	0	100	100	
						4	6	3	7	3				
Number of Task appropriate for				Number of Task appropriate for				Number of Task appropriate for						
Individual	Pair	Group	Whole	Tot	Individual	Pair	Group	Whole	Tot	Individual	Pair	Group	Whole	Tot
16	5	3	1	25	17	6	4	1	28	60.71	21.43	14.29	3.57	100
% 56	20	12	4	100	%									

Appendix-M

Photographs While We Discuss in Focus Group Discussion



Appendix-N

Audio for the Focus Group Discussion

Appendix-O

Similarity Index/ Plagiarism Checker Result