

**PROFICIENCY OF PRIMARY LEVEL ENGLISH
TEACHERS IN ESSAY WRITING**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Jitendra Bhandari**

**Faculty of Education,
University Campus
Kirtipur, Kathmandu, Nepal**

2015

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date : 02/04/2015

.....

Jitendra Bhandari

DEDICATION

**Dedicated to
My Parents and Teacher**

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Jitendra Bhandari

ABSTRACT

This research entitled '**Proficiency of Primary Level English Teachers in Essay writing**' is an attempt to find out teachers' proficiency of government aided schools of Gulmi district in essay writing. The main objective of the study was to find out the essay writing proficiency of primary English teachers. The researcher used both primary and secondary sources of data. The primary data was collected from the thirty primary level English teachers of government aided school of Gulmi district by administrating test items. The samples were selected through purposive non-random sampling procedure. The test items were prepared to collect the data. The collected data were measured, marked and tabulated systematically. The data were analyzed and interpreted on the basis of the tabulated data in accordance with the set objectives. The finding showed that the teachers' performance was not excellent. They were found to be very good.

This thesis consists of five chapters. The first chapter introduces the study in terms of background of the study, statement of problems, objectives of the study, research questions, significance and delimitation of the study. The second chapter deals with review of related literature and conceptual framework, review of empirical literature, implications of review for the study. The third chapter includes the methods and the procedure of the study which is subcategorized as the design and the method of study, population , sample and sample strategy, study area, data collection tools and techniques, data collection procedures and data analysis and interpretation procedures. The fourth chapter includes analysis and interpretation of results of the test items. The fifth chapter is the conclusion and recommendation of the study in which policy related level, practice related level and further researcher related level have been included. The final section of the study includes references and appendices.

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CHAPTER-ONE

INTRODUCTION

In this chapter , the present study on **‘Proficiency of Primary Level English Teachers in Essay Writing’** is briefly presented under the following topics, background of the study, statement of problem, objectives of the study, research questions, significance of the study and delimitations of the study.

1.1 Background of the Study

Language learning is the learning of listening, speaking, reading and writing. These four activities are the language skills. These four language skills are equally important for language learners. Writing is regarded as the visual representation of speech through some conventional symbols. Writing is also known as the productive skill of language. This act involves nothing more than the correct association of conventional graphic symbols. Writing is more complicated process when it involves putting in graphic form according to the system accepted by educated native speakers, combination of words which might be spoken in specific circumstances. When a person sets for writing, she/he has to utilize the various sub-skills because writing is a complicated task. Writing is a complex process which involves different processes such as assessing the writing situation, exploring ideas, planning, goal setting and monitoring what is going to be written as well as what has been written and searching of language with which to express exact meaning. Good writing helps the readers to understand our ideas as clearly as possible. It is the fourth skill of language learning because we encode meaning by means of certain graphic symbols unlike decoding in receiving. It manipulates mechanics, letter and structures them into sensible words and sentences and paragraphs. Writing being secondary and dependent on speech makes use of graphic symbols to represent spoken sounds. Richards and Richards (1985, p.313) mention. "Writing is a system of written symbols which represents the sounds, syllables or words of language."

There is no doubt that teaching English in Nepal has lots of challenges. Almost all English teachers in Nepal have been feeling that students have not been able to perform properly in writing. Behind this cause, there must be reason which is directly or indirectly related to the teachers. Keeping this reality into mind this research focuses on proficiency of primary English Teacher of Gulmi District in Essay Writing.

1.2 Statement of the Problem

Writing is a powerful medium of transforming thoughts intentions, feelings and ideas. It is a transparent mirror which can represent our knowledge as well as experiences. Writing is the reasonable output of listening, speaking and reading and the writing proficiency is the level of competency at which individual is able to use language through orthographic and par-orthographic text.

In the context of Nepal, English is taught as a foreign language and the student's proficiency is measured on the basis of written examination. It is the reason that writing proficiency plays crucial role in securing marks in the examination. To have mastery over the writing, one should have mastery over listening, speaking and reading. Writing proficiency makes people able to share ideas feelings, thoughts, wishes, intentions, information etc. Writing is the final step and its goal is to convey information accurately and effectively. It further helps to transmit human beings accumulated culture from one generation to another generation. In the Nepalese context, listening, speaking reading has received low priorities while writing has high priority in language learning. However writing is not any longer seen as merely a way of putting ideas on paper. Rather it is considered as a process of generating meaning. In this connection, Spencer (1983, p.77) states "complex thoughts and feelings are crystallized in words and become more directly available for reflection, critique or responses."

Our Curriculum Development Center has allocated marks for different language skills but the student's achievement in English is not satisfactory as

they obtain below expected marks in writing in examination. The government has organized many training programs for community school teachers.

There is no doubt that teaching English in Nepal as foreign language has lots of challenges as giving good quality of education and showing good performance. Most of teachers of primary level have no proficiency in their skills. Teachers do not use their knowledge properly as well as they have been trained but not have applied in class room. The teachers have not able to perform properly in writing. Keeping this reality into mind this research focuses on finding out proficiency of English teacher.

1.3 Objectives of the Study

The objectives of the study had been as follows:

- a. To find out the essay writing proficiency of primary level English teachers in Gulmi district.
- b. To suggest some pedagogical suggestions on the basis of the findings.

1.4 Research Questions

The research has focused on the writing proficiency of primary level teachers. It mainly aimed at finding out proficiency in writing essay. So, the research was based on written test giving information. The study was designed to find the frequency of primary English teachers in essay writing in Gulmi district. The researcher had used only test item.

The researcher had used following questions to explain in the research.

-) What is the proficiency of English teachers in writing essay?
-) What is their proficiency in the use of grammar?
-) What is their proficiency in coherence and cohesion?
-) What is their proficiency in the use of spelling and punctuation in their writing?

1.5 Significance of the Study

Many researches have been conducted under proficiency, however, not any study has been carried out under proficiency of primary English teachers in Gulmi district. This study will be beneficial to those who are involved in the field of language teaching especially in English Language Teaching.

Similarly, this research work will help primary teachers to know their proficiency and to realize the need for further improvement. It will be worthy enough for the government to monitor teachers, to monitor teacher's professional development training. In the same way it will be one of the important literature reviews for other researcher in the same field.

1.6 Delimitations of the Study

The study had the following limitations:

- i. The study was limited to 15 government aided schools teachers of Gulmi district.
- ii. It was limited to primary level English teachers.
- iii. The test item was only the tool for data collection.
- iv. The sample was only 30 English teachers.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter broadly deals with the literature or theory any researcher related to this study. It also deals with implication of those literature or researches for the present study and conceptual framework developed from the theory. Therefore, this chapter has been divided into following four broad points.

2.1 Review of Theoretical Literature

A literature review surveys different books, scholarly articles and any other sources relevant to a particular issues though many articles, reports, researches and books have been carried or written on the developing the English writing skills. There are different factors and instruments which helps in developing language skills. Among them writing skill is more technical and where essays plays an important role for improving writing skills. Developing writing skill is more problematic than other skills and main issues for all the people who are involved in the field of writing. So this research is specially related to the role of essay for enhancing the writing skill.

Various research works have been carried out in various fields. While carrying out research, we should consult some related literature because every new task needs the knowledge of previous background which can help and direct to research the new target for finding out new thing or ideas. There are several research works carried out on writing proficiency by former researchers but not any research has been carried out under proficiency of Primary Level English Teachers in essay writing.

Therefore, to enrich my theoretical framework following theoretical literatures have been reviewed as follows.

2.1.1 Writing Proficiency

Language proficiency is the degree to which people understand, speak, read or write a language. Writing proficiency is the level of competency at which an individual is able to use language for both basic communicative task and academic purpose in writing. It is the degree where a person writes something in a skilled or an expert way because of training or practice.

Language ability is a broad term. It is the mental or physical, power or skill required to use the language. It requires proficiency in all aspects of language learning as an integrated skill. We cannot achieve the Proficiency of language, if we have no mastery over listening, speaking, reading and writing. These four skills are inseparable in the teaching learning process. In the Nepalese context, listening and speaking have received low priorities while reading and writing have high priority in the language learning programme. However, it is necessary to emphasize writing skill in the Nepalese context.

Writing has been taken as a piece of discourse which is a finished product. If we see writing form from this angle, it lacks processes involved in writing. However, writing is not any longer seen as merely a way of putting ideas on paper. Rather it is considered as a process of generating meaning. For that Spencer (1983, p.77) states "complex thoughts and feelings are crystallized in words and become more directly available for reflection, critique or response." Similarly, Odel (1981, p. 43) argues that writing is a good activity to improve our understanding of any subject (as cited in Khaniya, 2005,p.148). The knowledge or ideas in a general form may be refined by trying to put them on the paper. His argument is that writing is an activity which involves the writer in the process of formulating ideas, then testing and confirming them.

According to Heaton (1975,p.135), the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but of conceptual and judgmental elements.

2.1.2 Importance of Teaching Writing

The main purpose of writing is the expression of the ideas the conveying of a message to the readers. So the ideas themselves should be seen as the most important aspect of the writing. On the other hand, the writer needs to pay some attention to few formal aspects as, neat hand writing, correct spelling and punctuation as well as grammar and selection of vocabulary. So, far these reasons. Teachers should be motivated to write creative using their own ideas and imaginations that they would not have difficulty later in life when they have to perform at higher level, showing their higher competence level.

Importance of teaching writing can be viewed in comparison to the importance of teaching other skills especially speech. Writers can't use suprasegmental and paralinguistic devices which assist to convey meaning in speech for speakers. It is also obvious that the writers suffer from the disadvantage of not getting immediate feedback.

A piece of writing with mistake and half finished sentences would be used by native speakers as illiterate. It shows that accuracy is must in written language.

Writing is a powerful medium of transmitting thoughts feelings and ideas from past to present and present to future. That is why, it demands caution in using it. It is a transparent mirror which can represent out knowledge as well as experiences. Bacon (1987) says " Writing attracts special importance because reading makes a full man, conference a ready man and writing an exact man." (as cited in Sharma and Phyak, 2006,p.254)

The ultimate aim of teaching writing is to make the students able to express him in a polished literary form which requires the utilizations of special vocabulary and certain refinement of structures. In terms of needs and preparing learners to enter the real world, writing is more difficult to justify than other skills. It helps learners to organize the ideas in logical sequence in suitable paragraphs. The main purpose of writing is to enable learners for free

composition and creativity. Writing is not only the matter of transcribing language into written symbols; it is thinking process in its own right.

2.1.3 Components of Writing

Writing is a system of written symbols which represents the sounds, syllables or word of language. It is not merely an activity of encoding verbal thoughts in printed symbols. It consists of number of components. Heaton (1975,p.63) states that writing is combination of following four components:

a. Mechanics

It refers to the graph logical system in writing: it refers to such aspects of writing as use of punctuation marks, capitals, abbreviations and factors which are often dealt with the revision or editing style of writing. Although, incorrect spelling does not often prevent the understanding of written message, it can adversely affect readers' judgment. However; at times slight change in spelling of words can bring drastic change in the meaning they express. Though, punctuation is frequently matter of personal style, violation of well established rules makes a piece of writing look forward to many readers.

The different punctuation marks are used for different purposes. Carter and Mc. Carthy (2008, p. 838) writes common punctuation mark: symbols and typographic convention as follows:

- A. Comma (,)
- B. Full stop (.)
- C. Question Mark (?)
- D. Colon (:)
- E. Semi Colon (;)
- F. Exclamation Mark (!)
- G. Dash (-)
- H. Parenthesis ()
- I. Quotation ("...")

- J. Hyphen (-)
- K. Apostrophe (')
- L. Single Quotes (' ... ')
- M. Asterisk (*)
- N. At the rate (In email add) (@)
- O. Forward slash (/)
- P. Percent (%)
- Q. Back ward Slash (\)
- R. Open bracket (()
- S. Closed Bracket)
- T. Square Bracket ([...])
- U. Chain Bracket { ... }
- V. Underline (India)
- W. Bold (India)
- X. Italic (*India*)

Punctuation is an art of practice or system of inserting marks or paints in writing or printing in order to make the meaning clear. The punctuation marks are used to make boundaries and relationships. Punctuations are used mainly to convey the meaning to make the expression explicit or unambiguous. The proper use of punctuations marks such as comma, colon, semi-colon, hyphen, full stops, dash, parenthesis, quotation mark and apostrophe and so on help the writer organized written language and clarify relation between words, phrases and classes.

The learner of English must know the basic use of above described punctuation marks in order to produce an effective, clear and correct written script.

b. Coherence

Random collection of sentences is not writing. To be a text or paragraph, the combination of sentences should be ordered in natural order and well connected together. One sentence should lead the next and there should be

continuous logical progression in thought. Therefore, coherence is a product of many different factors which combine to make every paragraph; every sentence and every phrase contribute to the measuring of the whole piece.

Crystal (2003,p.81) defines,

Coherence refers to the principles of organization, postulated to account for underlying functional connectedness of a piece of spoken/written language. It involves the study of factors like users knowledge of the world, and assumptions they hold and in particular of the way in which coherent communication is measured through the use of speech acts.

c. Cohesion

Cohesion refers to the grammatical and/or lexical/or lexical relationship between different parts of sentences. The proper use of cataphora and anaphora makes a piece of writing cohesive. For example,

A : Is Ruben coming today?

B : No, he may come on Tuesday.

There is link between Ruben and he, between is and coming. Sentential cohesion occurs within a sentence where as textual cohesion occurs across sentences.

Cohesion is glue that holds a piece of writing together. In other words if a paper is cohesive, it sticks together from sentence to sentence and paragraph. Cohesive devices certainly include transitional words and phrases such as therefore, furthermore, or for instance that clarify the readers and relationship among ideas in a piece of writing. However, transitions are not enough to make writing cohesive; repetition of key words and use of reference words are also needed for cohesion.

d. Orthographic and Para-orthographic text

Orthography deals with writing system and spelling system. It refers to the text in general where there is no use of chart, picture, table, diagram etc.

Orthographic text mainly deals with:

- a. complexity and irregularity in spellings.
- b. outstanding spelling e.g. tough, bough, cough, dough, hiccough, through, laugh, heart, dreadful, dead, bead, learn, ocean, and leopard, people, pigeon etc.
- c. the spelling of loan words
ghee [borrowed from Hindi]
campus [borrowed from French]
- d. writing direction
left to right (e.g. English, Nepali)
right to left [e.g. Urdu]
top to bottom [e.g. Japanese]
- e. Syllable pattern/structure
like consonant cluster, doubling of consonant etc.

2.1.4 The Challenges of Writing

English as a Foreign Language (EFL) teachers and students face certain problems in teaching and learning writing. Acquiring the writing skill seems to be more laborious and demanding than acquiring the other three skills. In fact, Nunan (1992,p.271) considers it is an enormous challenge to produce "a coherent, fluent, extended piece of writing" in one's second language. This is magnified by the fact that the rhetorical conventions of English texts- the structure, style and organization-often differ from the conventions in other language. It requires effort to recognize and manage the differences.

In many countries, education systems emphasize writing for taking tests. For many students, the only reason to practice writing is to pass examinations or to get a good grade in the class. This focuses on writing to pass examinations, reduces writing to producing a product and receiving a grade for the teacher. This is not likely to make teachers interested in writing, that becomes decontextualised and artificial, giving teachers no real sense of purposes or perspective of a target audience.

Even though these problems will persist, there are ways to improve the teaching of this skill to benefit all writing tasks and prepare students for the writing they will have to do after they graduate. Three main approaches to teaching writing have been advocated and used in the past few decades of English language teaching. A brief survey shows that have had their advocates and directs over the years and they are still under active discussion and debate.

2.1.5 Ways of Correcting Writing

English writing can be difficult if the writer does not make use of the many English language writing resources that are available to help them. Writers can use dictionaries, style guides, spell checks, and show the writing to friends, fellow students and their English language teachers. It is impossible of large classes to correct all written work, since that would be too time consuming. In general, it is better that students check their own work, finding and correcting mistakes and requesting explanation for difficulties rather than correcting by the teacher directly. This process has the additional advantage of offering an opportunity for the real use of language, as well.

Cross (1991, p. 269) describes the following correcting and marking procedures of writing:

- a. Spot check
- b. Teacher ticks the exercise books that he looks at for evidence of interest. If necessary, he should underline the errors for self correction.
- c. Peer marking

Teacher tells the students to exchange their notebooks after completing task and asks them to mark each other's work when even possible.

- d. Pair work teacher asks the students to do the task in pair that helps in reducing errors as well as cutting down the number of mistakes to be checked. They are asked to exchange their notebooks to neighboring pairs to monitor and correct each other's work.
- e. Group secretaries

Teacher asks the students to work in different groups. One person from each group acts as the secretary, coming to the teacher for advice and correction every two or three sentence. As each part is corrected, the group members make a fair copy in their exercise books.

Every English writing teacher would like to imagine that their students take their corrected paper home, pull out a dictionary and grammar book and carefully go over each correction. Unfortunately, most students only check to see how much "red" is on the paper and then file it away. They never look at it again. Correcting takes lots of teacher time and energy and may students just do not want to see their writing compositions after teacher corrections. The problem is that the student wants his paper to be corrected and correcting it takes four times the effort to read the mess with multiple errors.

Group writing helps students to benefit from several peers, helps students to learn not only from their mistakes but from the mistakes of others and makes economical and efficient use of the students' and the teacher's time. Group writing gets the students benefit from group assistance as a peer-learning experience with more resource value than one to one peer sharing.

2.1.6 Characteristics of Good Writing

Writing is an art of using language but is very complex task to write clearly and explicitly. Correct, appropriate and effective writing in logical sentence structure is the most desired thing. Similarly, simplicity and directness are the most useful properties of good writing. In fact, making a simple and clear

writing is difficult from syntactic and semantic point of views. It requires good imagination and logical sequences of thoughts.

An effective piece of writing possesses an attractive beginning, a well thought development of ideas and stimulating ending. We can compare the art of beginning will attract the readers' attention. Good ending will send the reader away satisfied and stimulated. According to Narayan Swami (2000, p.90), some essential characteristics of good writing are introduced as follows:

i. Economy

A good writer must express his/her ideas briefly and effectively. There must be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy and materials. Economy of words without losing the meaning is one of the best qualities of good writing. Good writing is like a gold coin, small in size but great in value. For example, He cooks foods in hotel and restaurant, rather, we can write: He is a cook.

ii. Simplicity

Expressing the ideas or thought in a natural way by minimizing complexities and embellishment is the second characteristics of writing. It avoids extra stylistic words, genres, jargons, flourishing and ambiguities and so on.

Simplicity and smoothness make writing understandable and readable which never disturb the readers to understand the gist of writing.

iii. Clarity

A good writer should not add complications and should be as clear as possible. The writing must be free from ambiguity and should be explicit. It should avoid exaggeration as well as self contradictory statements. The writer must always be conscious of the reader and information style.

iv. Continuity

Continuity of thought is another important factor of good writing. There should be continuity of thought from one word to the following words, from one phrase to another, from one sentence to another sentence, from first paragraph to second paragraph and from the first chapter to the next chapter. The concept to continuity of thought is based on the natural linkage of ideas such linkage should be maintained from beginning to the end.

v. Free from Errors

Writing is a permanent record of thoughts and expressed by a writer so, it should be accurate. Such written piece should be free from lexical, syntactic, semantic and grammatical errors. Good writing must have examples and illustrations to explain abstract, difficult and new ideas or information. There should be appropriate direction, adequate facts and figures, depth of knowledge and maximum objectivity in every piece of good writing.

2.1.7 Essay Writing

The word Essay is derived from the French word "Essay" means trail or attempt. Montague, a French man of sixteenth century, was the first to write essay. These essays were called so because Montague thought he was attempting a new kind of literature and he was. Since then writers have written essays and the form is now an established branch of English literature.

'An essay' means a piece of composition on a topic. The definition of it literally varies from person to person but the entire semanticist of different definition, to some extent seems, to be the same.

Johnson (as cited in Subedi 2003,p.98) defines an essay as "a loose sally of the mind: an irregular, indigested piece of, not a regular and orderly composition." Literally the word means an attempt or an experiment. An essay is also regarded as a literary composition on any subject usually on prose and short. Likewise, Narayan Swami (2000, p.92) writes "The essay is a long piece of composition on a theme or a subject. It is self contained that is, it has a

beginning, and middle of essay develops the theme and presents the writer's thought on it. Then the essay is brought to a close in a suitable concluding passage". Essay can be literary or non literary on only subjects or topics. The essay can be categorized as literary non literary on the basis of the following criteria:

- i. Style of presenting
- ii. Language form and wording
- iii. The nature of the theme they deal with and
- iv. The purpose of writing

The main purpose of writing the essay to provide pleasure to the reader. On the other hand the purpose of writing non literary ones is to get something done push world in a certain direction.

2.1.8 Parts of an Essay

All essays consist of the three major parts: the introduction, body and conclusion.

i. The Introduction

An effective introduction captures the reader's interest and given them a sense of topic and purpose. There are many ways to write an introduction, depending on out subject, audience and intent. The opening paragraph however, is always an essential component of any writing; since it is the first thing the readers will see and will often determine whether they continue reading. The most common type of introduction starts with a general statement about the topic clarifies or limits the topic in one or more sentences. To capture the reader's interest, an essayist can ask a provocative question, make an expected or controversial statement and provide an unusual fact or stylistic but, at the same time she/he should avoid apologizing making a promise that not be fulfilled in the essays, announcing the intent not be fulfilled in the essays, announcing the intent blatantly. For example, "In this essay I will analyze I'am not an expert in this subject but I will try my best to" so on.

ii. Body

This is the second and most important and largest part of the essay. It provides the supporting ideas details to explain and develop the main idea. Illustration, description or the supporting details of the central idea should be given after the introduction. The topic sentence should be explained with details, including example, facts, statistics, question and anecdotes. It is here that the writer convinces the reader of his point of view. But the writer must be sure that each paragraph is clear, unified, well developed organized and coherent, this part is complete within itself too because everything is clearly mentioned here.

iii. Conclusion

As the introduction should arouse interest, the conclusion should satisfy it. An effective conclusion brings the essay to a logical and satisfying close. An introduction typically processed from specific to general. The ending may contain writer's own opinion as the summary of the whole writing or major deduction and final statement.

2.1.9 Types of Essay

Essays can be classified on the basis of different criteria but the following classification is to be said usual and clear. Narayan Swami (2005, p. 52) describes the following types of essay.

i. Descriptive Essays

Descriptive essays are the accurate description of same places, persons, or things such as countries, rivers, cities, buildings, natural phenomena and so on. These types of essays can be said to be accurate account of something's which conveys factual piece of information to the readers. The writers of the descriptive essays do not make room for their own imagination.

ii. Narrative Essays

As the name suggest the narrative or reports some events or incident. The essay may narrate incident or episode from history or legend or from someone's biography or an incident. Narrative essays are on average accurate accounts of past events.

iii. Expository Essays

Expository essays are explanatory in nature as they define or explain the subject. In such essays the writer first defines and familiarizes the subject being discussed and explained. The aim of argumentative essays is to convince the readers that the position of the writer has taken on a subject e.g. instructions, occupations, scientific topics, literary topics. An expository essay not only explains the physical aspects of the topic but also inner aspects are also discussed. Thus it is different from descriptive essay.

iv. Reflective Essays

A reflection is a thought on some subjects or an idea arising in the mind. So, reflective essay is the reflection of the writer's experience on a variety of topics. Reflective essay is the reflection of the writer's experiences on a variety of topics. Reflective essays are usually of abstract nature. They often have literary qualities. In fact, such compositions express the writer's original thoughts on some topics.

v. Imaginative Essays

Essays written on the ground of imagination of any character or experience are called imaginative essays. In such essays, the writer is called to place himself in imagination, in a position of which he has had no actual experience. Such subjects as "If I were the kind" or "the autobiography of a house" would call for imaginative.

2.1.10 Characteristics of Good Essays

A good essay should have the following characteristics as mentioned by Narayanswami (2005, p.54).

i. Unity

An essay must have one central idea and many supporting ideas. The control idea remains the nucleus and other ideas go towards the nucleus from various directions. One essay should not discuss more than one subject matter but it will be better to discuss more and more aspects of the subjects.

ii. Clarity

The essay should clearly state what the essay writer's intention is in writing the particular essay. It is said that ambiguity should not be introduced in the sense of high soundness.

iii. Balance

Everything in the essay should be balanced. All detail should be directly related to central idea. There must be balance among the parts of essay. The introduction, the body and the conclusion should deal with the same controlling idea. Short introduction, Impressive conclusion and long body with supporting ideas reflect balance in essays.

iv. Coherence

The essay should follow a clear order and move steadily towards the goal or aim specified before we start writing coherence can be maintained by presenting the materials in a particular order. The common orders are chronological order, logical order and spatial order. In an essay, the first sentence should grow out of the previous ones.

v. Length

The length of the essay depends on the writer's purpose in writing. The writer should specify for whom he is writing because the length of the essay also depends on the reader's background and needs. The length of the essay should not influence the unity, coherence, balance, clarity and the parts of it.

vi. Brevity

The ideas in an essay have to put in a straight forward manner. The writer should not put the ideas in a zigzagged language so that their ideas get jumbled and also may lose the main idea.

vii. Emphasis

An essay contains one central idea and other supporting ideas. So the central idea has to be emphasized. It can be done by expressing the central idea in one sentence and placing the sentences in a proper position.

ix. Grammatical Correctness

All the words and sentences used in the essay should be formal and standard. Colloquialisms should not be introduced. On the other hand, in the sense of literary expressions grammaticality should not be broken.

x. Cohesion

Grammatical and lexical connectedness should be well introduced in the language of the essay. Cohesion refers to unity. An appropriate cohesive device keeps the parts and thoughts of the text together and so is required in an essay.

xi. The Personal Touch

An essay is supposed to have individual feelings ideas, thoughts and impressions. On the other hand, an essay can reveal the personal feelings and opinions. So it should not be lost.

xii. Climax

If an essay contains several statements of varying importance or emphasis, it is appropriate to arrange them in an ascending scale of importance. The thoughts as supporting details are supposed to lead the matter to the climax.

2.1.11 Procedure of Writing Essay

Writing essay is not an easy job. It requires knowledge of language and skill of writing. It involves not only writing but also reading. The procedures of writing essay vary from essay to essay. Wren and Martin (1989, p. 29) describes the procedure of essay writing are as follows.

a. Planning

It is the first step of writing essay. Here, the writer has to select the topic for essay writing. The topic should be selected in such a way which is familiar to the writer. But sometimes, in competition, and in exams topics are given when the topic is fixed, the writer has to read 3/4 essays on the same topic and make a precise statement of what s/he is going to write about.

b. Getting Ideas

It is the second step of writing an essay. The writer has to write down all the points. S/he can think on the subject. It means to make quick and short notes inducting all possible points. The points can occur in an order i.e. the points can be disordered too.

c. Organizing the Ideas

It is the third step of writing an essay the writer has to arrange the points heading collected in order. He/she has to classify the ideas under headings and sub headings and writing them in proper order.

d. Preparing an Outline of the Essay

It is the fourth step of essay writing. In this step, the sub headings are properly ordered under the main headings. So everything is properly ordered to make the perfect outline of the essay.

e. Writing the Essay

Here, the writer has to write the complete essay on the basis of the outlines prepared. After completing the essay, a writer has to read through the draft and revise it, paying attention to clarity and grammatical accuracy. The final form of the essay should be clear and accurate.

2.1.12 Importance of Teaching Essay Writing

Essay is one of the most widespread forms of written communication. For this reason we have to devote significant classroom time to teach essay writing. Essay is so useful; teaching essay writing also gives us the chance to deal with a variety of forms and functions that are essential parts of language mastery. We can write essay to express our internal ideas, feelings and thought through language. We can also write essays to describe something narrate some event, give logic about a topic or theme. Essay writing makes the students consider audience as well as their accuracy. We can share our knowledge, experiences through essay. In this regard Wren and Martin (1989, p. 32) say:

An essay can give real image to the readers from any subject matter.

Essay of these language functions has its own associated vocabularies, connotations, sentence structures and appropriate choice of words and tone to fit the audience. Within each function there are various levels of formality and informality. Essay writing tests make the students consider their audience as well as their accuracy.

In the school level, the students should be engaged in essay writing practices which provide the students with an opportunity of using their own words and ideas to communicate. English is the target language as well as international language. The students should be competent in it. Description of something or some objects may be necessary to persuade readers to accept a particular judgment the description should be accurate and successful to catch or touch the readers. Due to scientific discoveries, the world is being smaller day by day and we have been able to communicate each other from one side of the earth to another side. At that time, we can convey our feelings ideas, thoughts, interests, knowledge about subject matter through essay writing. Essay writing encourages the students to interpret their experiences logically. They can give the excellent image to the readers. Through the essay, we can get originality of expression. Creative thinking and critical writing can provide insight to the laborious person.

2.1.13 Testing Writing

A test is a measuring device which we use when we want to compare an individual with other individual who belongs to the same group. In other words, test or testing is the means of assessment, evaluation, a measuring rod to evaluate the student's ability or achievement. It is a part of evaluation which includes the judgment of total activities involved in teaching and learning. A test is generally administered in formal situation to grade the students in language education. Thus, a test can be defined as any formal procedure for measuring ability, knowledge and performance of the student.

Khaniya (2005, p.1) describes:

Testing is used as a process of structuring how far learners have learned what the teacher wishes them to learn" the further says, "It is widely accepted that testing offers useful inputs to teacher to be aware of the effect of this teaching and also some insights on whether he should

continue the way he teacher or change. It in order to make his teaching more effective.

Writing is defined as the use of visual medium to manifest the graphic system of language. It is the act of making correct sentences and transmitting them through visual medium.

The writing skill in general has various sub skills. Heaton (1975, p. 138) has attempted to group the many and varied skills necessary for writing good prose into five main areas.

a. Grammatical Skill

It is the ability to write correct sentences.

b. Mechanical Skill

It is the ability to use correctly those convections peculiar to the written language e.g. punctuation, spelling.

c. Stylistic Skill

It is the ability to manipulate sentences and paragraphs and use language effectively.

d. Treatment of Content

It is the ability to think creatively and develop thoughts, excluding all irrelevant information.

e. Judgment Skill

It is the ability to write in a appropriate manner for a particular purpose with a particular audience.

Therefore, testing writing indicates the skills mentioned above. The writing ability is tested usually in the form of essays, letters and reports. The general

technique of testing varies according to whether they deal separate factors such as punctuation, spelling, structure of vocabulary.

Khaniya (2005, p. 141) defines:

The best way to test peoples writing is to get the learners professional testing. Schools and institutions are unable to construct tests. Our assessment system depends on the writer's expression for the scoring of the students. Writing is a process not product and the process of writing can be studied and understood."

Khaniya further considers three problems in testing writing as:

- i. Setting writing task properly representative of the population of tasks that student should be able to perform.
- ii. The task that elicits samples of writing (set as many as possible) which truly represents the student ability.
- iii. The writing should be scored reliably. (Holistic-Impressionistic Analytic and combination of both)

2.2 Review of Empirical Literature

Obviously, the researcher remains incomplete if earlier findings are not included and it will be futile and worthless if no newness is shown and no investigation is done. Several researches have been carried out on writing test. Some of them have focused on developing the writing skill whereas some of them have focused on the qualities and techniques of testing writing skills.

Rijal(2009), carried out research on grade eight students ability in essay writing'. The main purpose of this study was to find out the descriptive essay writing proficiency of grade eight students. The population consisted of the eighty from the eight schools from Kirtipur Municipality. Ten students from each schools were selected through disproportional stratified sampling

procedure. She found that writing proficiency of the students of private school was found better i.e. 72.57 percent than that of the public school i.e. 58.05 percent. Similarly, writing proficiency of girls was found better i.e. 37.25 percent students than that of boys i.e. 35.31 percent.

Gywali (2013) carried out research on “developing writing skills through essay writing”. The main purpose of this study was to find out the developing writing skill through essay. The population of the study was 30 students of Motherland Academy Secondary School, Baluwatar, Kathmandu. Test items were developed as the tool for the data. She found that writing proficiency on post test was 74 percent compared to third progress test 68 percent. It was shown that a remarkable progress made by students in writing essay in the class room.

Guragain (2008) carried research on "Proficiency in free writing of Grade eleven students of Kathmandu valley." The population consisted of 50 students from five schools in Kathmandu Valley, ten students from each schools were selected through random sampling procedure. The research tool was test item for class eleven students. He found that the proficiency of writing essay was 48 percent purpose of the research was to find out the free writing proficiency of the grade eleven students of Kathmandu valley. His findings were that the free writing proficiency of the students was satisfactory.

Subedi (2008) carried out research on "proficiency in writing skill in English", a case of letters. The objectives of this study were to find out the grade nine students proficiency in personal letter, condolence and sympathy letters. The population of the study consisted of 50 students from the ninth class from Pravat District. He selected nonrandom sampling procedure. His research tool was test item were for data collection. He found that the overall proficiency of grade nine students in letter writing was found to be satisfactory as they secured 61.55 percent of the marks. The students showed better performance in writing personal letter than sympathy or condolence letter.

K.C. (2009) carried out a research on "Writing proficiency of primary English teachers." The main purpose of this research was to determine the writing proficiency of Primary Level English Teachers before and after training. The effectiveness of English Teachers Training was relatively better and more effective than other teaching training. Most of the teacher had improved their writing proficiency in post test in comparison to pre-test such spelling, punctuation mark use of capital letter etc.

Khanal (2011) has carried out a research on "free writing proficiency of Grade ten students in Bardiya district." The objective of this study was to find the writing proficiency of the students on different aspects of free writing such as paragraph writing. According to his findings, as a whole the students were seen poor in free writing i.e. out of 50 they obtained 16.86 marks in average which makes 33.72 percent. The students were seen more proficient in dialogue writing and the least proficient in essay writing.

Pandey (2011) carried out a research on "The proficiency of Grade ten students of Rupandehi district in guided writing." The objective of this study was to find out guided writing proficiency of all students in his finding was that the total proficiency of the students was 46.60 percent. The students were better in completing dialogue than constructing a story.

Dhakal, (2013) has carried out a research on "the proficiency of grade Eight students of Rupandehi district in essay writing. The objectives of this study were to find out essay writing proficiency of grade eight students of Rupandehi district. Her finding was that the total proficiency of the students was percent. The girls were seemed relatively more proficient in essay writing in comparison of the boy.

Thus, very few researches have been carried on proficiency of writing but no research work has been conducted on proficiency of primary English teacher's level in essay writing. So I have selected this topic to conduct the research.

2.3 Implication of the Review for the Study

While carrying out a research study, it is compulsory to review the existing body of literature on the related topic of the research. The researcher had received books, thesis, journals and online resources related to the topic of the research. Literature review is a continuous process until the completing of any research study. It provides many ideas and knowledge to complete the research. It provides theoretical background to ongoing research. It helps to refine the research methodology and it also enables the researcher to contextualize the finding from the literature review. The research can be able to organize the ideas.

So the study of my research can play the vital role to the teachers to be improved in their writing skills. It makes the teacher active in their proficiency of writing. This study can be new work for the exploration of above mentioned areas. It can be the helpful research study in the field of writing skill.

Literature review is inseparable part of the research. It is a way of getting knowledge about the process of conducting a research. It is a source of providing theoretical background. It plays inevitable role for the researcher who conducted the research for the first time. The review of the, books, journals, resources provide a guideline to the researcher. It makes research work easy. In the beginning of the research study, the researcher is curious to know how to start. After consulting many, related source of literature review i.e. these, books, journals. Researcher gets clear ideas. Literature review not only helps for the completion of the research but also broadens the mind by providing enough knowledge. In nutshell, literature review provides insights to the novice researcher.

2.4 Conceptual Framework

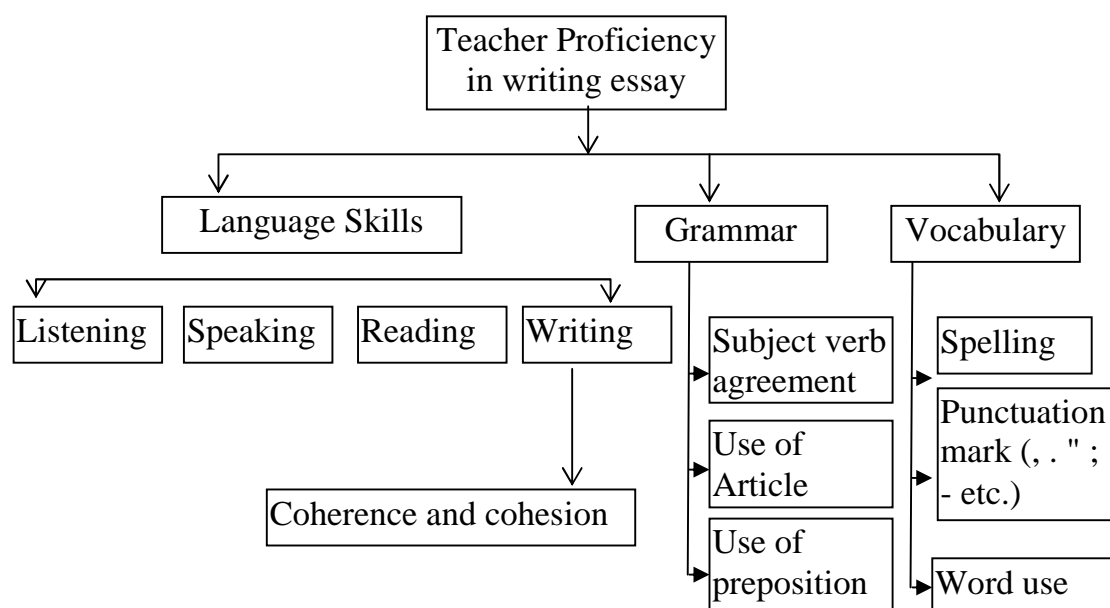
Writing proficiency is the level of competency at which an individual is able to use language for both communicative task and purpose in writing. It is the

degree where a person writes something in a skilled or an expert way because of training or practice.

Unless we have no mastery over listening speaking reading and writing we can't have proficiency. Actually writing has been taken as a piece of discourse which is a finished product. English as a foreign language teachers and students face certain problems in teaching and learning writing. Acquiring the writing skill seems to be more laborious and demanding than acquiring the other three skills, however too many teachers only practice reading essays for teaching. They do not practice for writing essay. They do not have creativity on developing essay. Only they depend on the resources materials.

Keeping all the above reality, this research focuses on "Essay Writing Proficiency of Primary English Teacher" The present study aims to find out the performance of teachers in essay writing. For this research, the researcher sets out objectives to explore the result. The researcher had used both primary and secondary sources of data to complete this study. The sampling populations of this study were 30 primary English teachers out of 15 government schools. The researcher prepared questionnaire to elicit the information from the teachers. The researcher analyzed the result from the test item. The finding based on the result provides pedagogical implications of the research at different levels.

Conceptual Framework



CHAPTER-THREE

METHODS AND PROCEDURE OF THE STUDY

To achieve the set of objectives of the study the following methodology was adopted.

3.1 Design and Methods of Study

It is the overall plan of a research work. The planning should be systematic so that the research work can be effective and factual. It is no doubt that this study was designed in a systematic way. This study was designed to find out the proficiency of primary English teachers in essay writing. Sources of data, data collection procedures from the sample population by using test items were systematically collected. The collected data was analyzed and interpreted on the basis of different analytical tools. The researcher consulted different books, journals, articles, thesis in order to get further ideas for the completion of this study.

In this study both primary and secondary sources of data were used for the collection of data. The qualitative and quantitative researches were selected in the study. The thirty teachers were selected from the government aided schools in Gulmi District. The researcher used a number of secondary data i.e. books, research reports, articles for writing thesis.

3.2 Population, Sample and Sampling Strategy

The population of the study was all the primary level teachers of Gulmi district. The researcher used purposive non-random procedure to select 15 primary schools and 30 English teachers. The researcher used a test item containing five topics for writing essay. The teachers were asked to reply only three questions and they were free to choose any topic, which are given below:

1. Cow
2. My Friend
3. My Village
4. My School
5. My Teacher

3.3 Study Area

The area of study was proficiency of primary level English teacher in writing Essay of Gulmi district. Different government aided school teachers of English were selected for the purpose of carrying out research. Only thirty teachers were selected from different fifteen schools.

3.4 Data Collection Tools and Techniques

As the main tool for data collection, the researcher used only test item to the selected teachers as a tool for proficiency data collection. The researcher used the tool to measure the proficiency of teachers in essay writing.

Cow

Introduction

Physical features

Religious importance

Advantage / use

Conclusion

My friend

Introduction

Physical appearance

Habits

Good manner/social

Impression

Remarks

My village

Introduction

Location

Physical features

Importance places

Facilities

Advantages/Disadvantages

Conclusion

My School

Introduction

Location

Physical features

Buildings

Teachers/ Students

Facilities

Characteristics

Conclusion

My Teacher

Introduction

Physical appearance

Habits

Education

Presentation

Impression

Conclusion

3.5 Data Collection Procedures

The researcher adopted the following procedures for data collection.

The researcher collected the data by conducting the following steps: First of all, the researcher prepared the writing test for assessing teachers proficiency level on essay writing. The researcher visited the school and requested subject teacher for help to carry out the research using purposive random sampling procedure. Then the researcher presented the test item and administered or conducted the test by taking their time in a separate room after giving the required instruction to the teachers. The researcher also fixed time of one and half hour. Then, the researcher checked the answer sheets on the basis of marking scheme.

3.6 Data Analysis and Interpretation Procedures

The collected data was analyzed using various analytical tools such as tabulation, description and conclusion. The researcher presented the raw data in table and chart in order to analyze and interpret them. The Essay Writing Proficiency of Primary English Teachers analyzed on the following basis:

- a. Holistic Analysis (marking scheme)
- b. Componential Analysis

Marking scheme

The researcher went to the government aided school in Gulmi district. The researcher measured the teacher's proficiency in writing skill by administering test item of essay of 25 marks. The researcher measured them on the basis of their proficiency on subject content, grammatical correctness, spelling and punctuation. The researcher gave five test items for writing essay and asked to reply any three of them. For making the scoring more reliable and scientific, the researcher used the marking scheme.

Introduction

○ Topic	1	}	4
○ Beginning	2		
○ Purpose	1		
) Body			
○ Content	3	}	7
○ Description	2		
○ Organization	1		
○ Important points/example	1		
) Conclusion			
○ Logical	1	}	2
○ Analysis	1		
) Spelling	3		3

Grammar

○ Subject verb agreement	2	}	4
○ Use of article	1		
○ Use of preposition	1		
) Punctuation mark			
○ Capital letter	2	}	5
○ Full stop	2		
○ Comma	1		

Total 25

In this way, the researcher checked the answer sheet on the basis of the marking scheme allocated on the different headings. The proficiency of the teachers analyzed and interpreted on different headings as mentioned above.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter is the crucial part of this report which consists of all main aspects of the research study. It is the heart of research report as it deals with the presentation and analysis of the data. Result and discussion would be based on the collected data from the specific population. For this study primary level English teachers were selected from government aided school. The researcher used test item to collect data. He visited selected school and requested English teachers to participate in test item for one and half hour. After then he collected their answer sheet in the basis of marking schemes.

4.1 Analysis of Data and Interpretation of Results

The researcher analyzed and interpreted the results on the following basis.

4.1.1 Results from the Test Items

This study was designed to find out the proficiency of primary level English teachers in essay writing in Gulmi district. The researcher used only test item as the tool of data collection. Therefore, the result of the study was based on the test item only. It was totally free writing. Teachers were not provided with any hints. There were five essay topics given and out of them they had to choose only three to answer. Each question carried twenty five marks so three questions carried (full mark) seventy five marks. Most of the primary level English teachers were found poor at grammar, spelling and content. The analysis and interpretation of data were done under the following headings:

1. Holistic Analysis
2. Componential Analysis

4.1.2 Holistic Analysis

The researcher selected thirty primary level English teachers of Gulmi district from fifteen different schools. The teachers were asked to write any three

essays out of five topics. Each carried twenty five marks. To make the scoring more reliable and scientific the researcher used the marking scheme.

The researcher went to the government aided school in Gulmi district. The researcher measured the teacher's proficiency in writing skill by administrating test item of essay which carried twenty five marks. The researcher measured them on the basis of their proficiency subject content, grammatical correctness, spelling and punctuation. The researcher gave five test item of essay and the researcher would ask to reply any three essays. The researcher used the marking scheme. The marks allocated on the different headings.

The researcher checked the answer sheet on the basis of the marking scheme allocated on the different headings. The proficiency of the teachers was analyzed on different headings. The number and the percent of the teacher who selected different topics to write essays. The highest and the lowest score secured in each topic. The holistic analysis of the proficiency in essay writing can be shown in the table below:

Table No.1

Holistic Analysis

S. No	Topic	Total full mark	Teachers		Total score	Average of all	Highest score	Lowest score	Above average		Below average		Average Result			
			No.	%					No.	%	No.	%	80% above excellence	60-80% very good	40-60 satisfactory	Below 40 poor
1	Cow	25	24	80	407	16.95	20	12	14	58	10	42	1(4.16%)	22(91.66%)	1(4.16%)	-
2	My friend	25	16	53	266	16.62	20	12	8	50	8	50	1(6.25%)	13(81.25%)	2(12.5%)	-
3	My village	25	23	77	376	16.34	19	13	13	57	10	43	-	19(82.60%)	4(17.39%)	-
4	My school	25	19	63	302	15.89	19	13	12	63	7	37	-	13(68.42%)	6(31.57%)	-
5	My teacher	25	8	27	136	17	20	14	5	63	3	37	1(12.8%)	5(62.5%)	2(40%)	-
	Total	125	90	-	1487	-	-	-	-	-	-	-				

The above table shows that the total number of teachers was 30. Each of them wrote three essays so the total number of essays were 90. Out of them, twenty four teachers selected the topic 'cow'. The total full marks on cow was 25. Twenty four teachers choose writing essay on topic cow and the total marks

secured by them were 407. The average marks of the teachers was 16.95. The fourteen teachers got above average marks and secured 58 percent. The ten teachers got below average which was 42 percent mark. Similarly, sixteen teachers selected the topic '*my friend*' the full mark of the topic my friend was 25. Eight teachers on average got 16.625 marks i.e. 50 percent. There were equal marks in both above and below average on the topic *my friend*. Likewise twenty three teachers selected the topic '*my village*'. The total score of them was 376 and the average marks of them was 16.34 percent. Thirteen teachers secured above average marks 16.34 i.e. 57 percent out of the total marks. Similarly, nineteen teachers selected the essay topic '*my school*'. Their total score was 302. The average marks of my school topic was 15.89. The number of teachers secured the above mark were 12. Seven teachers got below average marks. Similarly, eight teacher selected the topic '*my teacher*'. The total score of this topic of eight teachers was 136. The average marks of this topic was 17. Five teachers obtained above average marks 17 i.e. 63 percent. Three teachers secured below average i.e. 37 percent.

The most of the teachers selected the topic '*cow*'. The total number of teachers were 30. Out of them twenty four teachers i.e. 80 percent selected to write the topic cow. Similarly, nineteen teachers i.e. 77 percent choose the topic *my village*. Their average marks 16.34. The least number of teachers selected the topic *my teacher*. The number of teachers on writing this topic 8 i.e. 27 percent. In this study most of teachers selected the topic cow, my village, my school which were related to their subject matter i.e. they live in the village and it was easy to describe them. They felt more difficulty to choose the topic '*my teacher*'.

Similarly, the above table shows that most of the teachers selected the same topic '*Cow*'. The number of essays were 90. Out of them 24 teaches selected '*Cow*'. The highest score in this topic was 20 and the lowest score was 12. The average result of this topic was 91.66. The result was found very good. One teacher got satisfactory mark was 4.16 Most of the teachers in government

aided school chose the topic Cow where as eight teachers chose the topic my teacher. The highest mark was 20 in topic essay 'Cow' my friend and my teacher respectively. The lowest mark was 12. Thus table shows that most of the teachers were found very good but not excellence in their writing and few teachers were found satisfactory in their essay writing.

Most of the teachers in the primary level those who teach English were found very good in choosing the topic 'Cow'. Their average mark is 16.95 percent and Eight percent chose the topic 'My teacher'. It shows that their less interest as they choose the topic 'My teacher'

4.1.3 Componential analysis

The researcher went to the government aided school in Gulmi district. The researcher measured the teachers, proficiency in writing skills by administrating test item of essay which carries twenty five marks. The researcher measured them on the basis of their proficiency componential subject content, grammatical correctness, spelling and punctuation. The researcher gave five test item of essay and the researcher would ask to reply any three essays. The researcher checked the answer sheet on the basis of marking schemes allocated on the different headings. The proficiency of the teachers was analyzed on different headings as given below:

Introduction

The introduction must be brief. It consists of a topic, definition, leading up to the topic. The beginning of the essay must be attractive to focus the attention of the reader. For the introduction of the topic 4 marks were allocated (out of 25 marks) from each test. The proficiency of teachers in introduction is shown in the table below:

Table No.2

Proficiency of the teachers in essay writing in Introduction

Total no of teacher	Total full mark	Average marks secured	Percent	Above average		Below average	
				No.of teachers	Percent	No. of teachers	Percent
30	12	6.72	56	15	50	15	50

The table above exhibits that overall average score in introduction of the essays was 6.72(out of 12) which makes 56 percent. Fifteen teachers were found above average and fifteen teachers were found below average. It proves that 50 percent of the teachers were unable to introduce the topic while writing essay.

Body

This is the most important part of the essay because this is really the essay itself. It is the main part of essay which bears on the theme of the each subject. Out of 25 marks 7 marks were allocated for body of the essay. Under this part content description organization etc. were included to measure the test item. So the total full marks for it was 7. The proficiency of the teachers in body can be shown from the table given below:

Table No.3

Proficiency of the teachers in Body

Total no. of teacher	Total full mark	Average marks secured	Percent	Above average		Below average	
				No. of teachers	Percent	No. of teachers	Percent
30	21	14.2	67.62	19	63.33	11	36.67

The table shows that the proficiency of the teachers in Body was 67.62 percent and the average marks secured by each teacher was 14.2. The above average of

the teachers was 63.33 and below average in body was found 36.67 percent. This shows that almost all the teachers had good ideas to deal the body of the essay. They wrote long paragraph in the body of the essay.

Conclusion

Conclusion is very important part of the essay where the writer gives his/her ideas or views on given topic. It must contain some strong sentences. In this research 2 marks (out of 25) were allocated for the conclusion for essays. The proficiency of the teachers in writing conclusion is shown in the following table:

Table No. 4

Proficiency of the Teachers in Conclusion

Total no. of teacher	Total full mark	Average marks secured	Percent	Above average		Below average	
				No.of teachers	Percent	No. of teachers	Percent
30	6	3.27	54.5	11	36.67	19	63.33

The table exhibits that the average score of teachers in conclusion was 3.27 (out of 6) i.e. 54.5 in percent . Eleven were above average and 19 teachers were below average. It proves that most of the teachers were unable to conclude the topics. They were weak in conclusion. Some of them had no idea of it's logical and analysis of the essay. So the essay seemed as it was not complete.

Coherence and Cohesion

Coherence and cohesion are very important characteristics of essay. In this study 1 mark (out of 25) was allocated for each essay for cohesion and coherence. So, the total mark for three essays were 3 (out of 75).

Table No. 5

Proficiency of the Teachers in Coherence and Cohesion

Total no. of teacher	Total full mark	Average marks secured	Percent	Above average		Below average	
				No. of teachers	Percent	No. of teachers	Percent
30	3	2.16	72.23	10	33.33	20	66.61

The table above exhibits that the average score in coherence and cohesion was 2.16 i.e. 72.23 percent. The above average for it was 33.33 and the below average was found 66.67 percent. Most of the government aided schools teachers were found doing random explanation of the topic that made the essay in coherence. The teachers were found satisfactory in coherence and cohesion.

Spelling

Minor mistake in spelling changed its meaning or gives wrong sense. Therefore one must be very careful in spelling while writing any pieces of composition. The researcher allocated 3 (out of 25) for spelling in each essays. The proficiency of the teacher in spelling is shown in the table below:

Table No.6

Proficiency of the Teachers in Spelling

Total no. of teacher	Total full mark	Average marks secured	Percent	Above average		Below average	
				No. of teachers	Percent	No. of teachers	Percent
30	9	6.48	72	22	73.33	8	26.67

The table above shows that the average score secured in spelling was 6.48 (out of 9) i.e. 72 percent, 73.33 percent of teachers were above average and 26.67 percent of teachers were found below average. So most of the teachers were found excellence in spelling in writing essay.

Grammar

Grammar is the skeleton of language. It helps the words or sentences of the language in the correct order. The researcher allocated 4 marks (out of 25) for grammar in each essay. The proficiency of the teachers in Grammar had included in subject verb agreement, article and preposition. The proficiency of the teachers in grammar is shown in the table below:

Table No. 7

Proficiency of the Teachers in Grammar

Total no. of teacher	Total full mark	Average marks secured	Percent	Above average		Below average	
				No.of teachers	Percent	No. of teachers	Percent
30	12	8.43	70.25	14	46.67	16	53.33

The table exhibits that the average score in grammar was 8.43 (out of 12) i.e. 70.25 percent. Fourteen teachers were above average and other 16 teachers were below average. The below average of the teachers was found greater. So they exhibited weak performance in grammar. It shows that the teachers were less careful in grammar.

Punctuation

Punctuation mark is an essential to the language. It helps language to form systematically and correctly the use of capital letter, fullstop, comma etc were used to mark boundaries and relationship between words or sentences. The researcher allocated 5 marks (out of 25) for punctuation in each essay. The proficiency of the teacher in punctuation is shown in the table below:

Table No.8

Proficiency of the Teachers in Punctuation

Total no. of teacher	Total full mark	Average marks secured	Percent	Above average		Below average	
				No. of teachers	Percent	No. of teachers	Percent
30	15	9.93	66.2	17	56.67	13	43.33

The table exhibits that the average score in punctuation was 9.93 (out of 15) i.e. 66.2 percent. Thirteen teachers were below average and others 17 teachers were above average which was better in using punctuation. It shows that the teachers were more careful in punctuation.

Overall Performance of the Teachers in Essay Writing

To find out the overall performance of the teachers the researcher analyzed and interpreted their obtained marks and found the average marks which are shown in the following table

Table No. 9

Proficiency of the Teachers in Punctuation

Total no. of teacher	Total full mark	Average marks secured	Percent	Above average		Below average		Average result							
				No. of teachers	Percent	No. of teachers	Percent	80% above excellence		60-80 % very good		40-60 % satisfactory		Below 40 poor	
								No. T.	%	No. T.	%	No. T.	%	No. T.	%
30	75	49.56	66.08	15	50	15	50	-	-	27	90	3	10	-	-

The above table shows that the overall average score was 49.56% marks (out of 25) and the average marks was 66.08 percent. The above scoring of the teacher was 50 percent. The average result of teachers was not found excellence whereas ninety percent teachers marks were very good. But the overall performance was not excellence. It means the overall performance of teacher was found very good but in terms of being teachers it was not so good as it would be.

4.2 Summary of Findings

Summary is the whole idea of the study. The researcher used both primary and secondary sources of data for the completion of the study. The primary sources of the data were the first test item collected from the teachers. The secondary sources were unpublished thesis books, journals that were relevant to the topic of the research study.

The objective of the study was to find out the proficiency of primary English teachers in essay writing. The study was conducted in Gulmi district. The researcher selected 30 sample teachers who were of 15 schools. The researcher prepared test item as the data collection tool. The researcher administered the test and provided the test item to the selected teachers and elicited the data and analyzed it in the tables.

The average proficiency of teachers in essay writing was found 16.95 in topic cow. The total number of teachers participated choosing the topic cow were 24 i.e. 80 percent. Similarly, the least number of teachers were 8 i.e. 27 percent in writing the essay my teacher. The average mark of 'my teacher' was 17. Most of teachers were found to choose cow, my village, my school respectively. So teachers were quite proficiency in writing those topic.

Most of the primary English teachers were found to be poor in introduction in writing essay. Their average mark of introduction was 6.72. Mostly the teachers were able to describe the essay in long paragraphs. Mostly the teachers were found weak to conclude the essay. About 66.33 percent of teachers were unable to give the conclusion. Mostly primary level teachers were able to care their spelling whereas 26.67 percent of teachers were weak in the spelling.

Almost teachers were found to be poor at grammar (subject verb agreement).

For punctuation of the essay, some of teachers were seem to have lack ideas in using punctuation mark. The overall performances of the teachers were not found better in their proficiency in writing essays. The finding showed that the most of teachers tried to write the familiar topic "Cow". Thus, the findings showed that primary level of English teachers were not so better only they were found to be satisfactory. The overall average score of teachers was 49.56 marks (out of 75). 50 percent teachers were found above average and fifty teachers were found in below average. Being the teachers, most of teachers in government aided school were found weak to write the essay and the performance was not better.

CHAPTER - FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter is concerned with some conclusions and recommendation which were obtained from the analyzed and interpreted the required data. They are as follows

5.1 Conclusions

After analyzing and interpreting of the data, the researcher found the following conclusion. The overall performance of the primary English teacher was found to be 66.08 percent and the average score of Primary Level English Teachers were 49.56 which were found better but in the context of teacher, it was satisfactory this shows some of the teacher had less idea to express their ideas and opinion in various content.

-) Hundred percent government school teachers were able to pass but only 50 percent of teachers were able to bring above average marks. It shows that teachers of government school were less competent for proficiency of writing essay. Government school teachers wrote very common essay “COW”. Government school teachers wrote very common sentences like ‘my village name is’, ‘my school name is’, ‘a cow has two eyes, two ears, and some sentences were grammatically incorrect.
-) The teachers from government school got 56 percent in introduction, 67.62 percent in Body, 54.5 percent in conclusion, 72 percent in Spelling, 70.25 in Grammar and 66.2 percent in Punctuation. It shows that the teachers were relatively more competent in spelling and grammar in the comparison of other headings.
-) Fifty percent teachers were of above average and 50 percent were below percent. Out of 30, 15 teachers were above average and equally 15 were below average. The length of essays written by the teachers of government schools were in short. The most of the teachers of government school were found that they had no idea of introducing the topic.
-) Most of the primary level English teacher selected the topic ‘Cow’. Twenty four out of 30 teachers i.e. 80 percent teacher liked to choose cow. The

average score of topic 'Cow' was 16.95. Fourteen teachers got average marks and 10 teachers got below average marks. The excellence mark of the one teacher was 4.16 percent and twenty were able to achieve very good mark and one teacher got satisfactory mark. So teacher were very good proficiency in writing those topic but they were weak in getting excellence mark.

) Most the teacher were very good in writing essay but were found to be poor in getting excellent marks.

5.2 Recommendations

The researcher, from his study found that 15 teachers were of below average out of 30 from government schools. They are found making mistake in grammar, conclusion, punctuation mark. On the basis of the findings, the researcher has presented the following recommendation for the pedagogical suggestion implication of the study in different related level.

5.2.1 Policy Related Level

From this study on "Essay Writing Proficiency of primary English Teacher" the researcher found that some of the selected teachers were found below average mostly this happened to the government aided schools. This showed that the teacher should be provided sufficient training to make them more competent. This research has the following implication in the policy level:

1. The Ministry of Education, Departments of Education and it's Regional offices should focus in enhancing the writing skills of teachers by providing sufficient means and resources.
2. The educational bodies should provide the sufficient educational resources as per the need where and when required.
3. The concerned authority i.e. district education office, school management committee, head teacher should stimulate the teachers for improving writing skills by launching vocational training, program and so on.
4. Teachers should be provided opportunities to develop their proficiency in writing essay.

5. The proficiency of the teachers should be upgraded by developing and implementing the policies which directly or indirectly impacts them.

5.2.2 Practice Related Level

Practice level is the field of application of policy level. It makes practice of the rules, regulation and information made by policy level. The rules and regulations are only effective and fruitful when they are applied at practice level. The main concerned persons at the practice level are teachers, students and guardians and the most important person is teacher. Therefore, they should be more competent through practice and training. This research has the following implication in practice level:

1. One third of the teachers were found weak in their performance. So they should develop their writing proficiency.
2. Teachers should be motivated toward writing for developing their proficiency.
3. Teachers should be careful in their writing skill.
4. The teachers should be ready for reading books in their leisure period for developing proficiency.
5. The teacher should use more reference materials for developing writing.
6. The teachers should be active in writing activities.
7. The teachers should be familiar with different writing text.

5.2.3 Further Researcher Related Level

A research is never end itself when the researcher carries out it, it brings new finding and new things to be researched in the related areas. Similarly, this research will not be limited here. It will help the other researcher in many ways. For the novice researcher it will be the most important and provides guidelines to make their task easy. It will provide not only ideas and knowledge to complete the research but also will provide the theoretical background to ongoing research. It will more useful for the researchers who are of the related field. This study has some implication for the further research:

1. The research should be conducted on the possible techniques of teaching free writing.
2. There should be another research on the effectiveness of free writing in developing teachers' proficiency.

Similarly this research work will help primary English teachers to know their proficiency and realize the need for the further improvement. It will be worthy enough for the government to monitor teachers.

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APPENNDIX - I

TEST ITEM

Teacher's Name:

Time: 1:30 Hr.

School

Full Marks: 75

Date:

Pass Marks: 24

1. Write essay in about 150 words on any three of the topics given below:

- a. Cow
- b. My friend
- c. My village
- d. My school
- e. My teacher

Note: Please write on the basis of the following points

(Introduction, Body and conclusion)

Thank You !

APPENNDIX - II

Sample of writing essay

APPENNDIX - III

LIST OF TEACHERS SCORE IN ESSAY WRITING

S.N.	Name
1	Chudamani Bhandari
2	Mandipa Pokhrel
3	Khimanada Paudel
4	Basanta Khanal
5	Bhojendra Bohora
6	Shovhakar Bhandari
7	Roshan Parajuli
8	Dharmaraj Parajuli
9	Tulsiram B.K
10	Sita B.k
11	Tek Bahadur Mukhiya
12	Ram kumari Parajuli
13	Maya Mahat
14	Maya Giri Kunwar
15	Dhanishwor Ghimire
16	Menuka Aryal
17	Surya Bahadur Mukhiya
18	Dilliraj Aryal
19	Govinda Prasad Ghimire
20	Shamsher Gharti
21	Krishna Kumari Aryal
22	Lalita Gautam Sunar
23	Kalpana Aryal Khanal
24	Sandhya Khadka Acharya
25	Sabitra Pandey Bhandari
26	Bhisma Pandey

27	Rudra Prasad Ghimire
28	Bishnu Kunwar
29	Numa Bhandari
30	Radhika Bhandari

APPENNDIX - IV

NAME OF SELECTED SCHOOLS IN ESSAY WRITING

S.No	School	Address	No of teachers
1	Shree Himalaya Higher Secondary school	Bastu-4, Gulmi	2
2	Shree Wagla Higher Secondary School	Wagla-1, Gulmi	2
3	Shree Govinda Ratna Loktantrik L.Sec.School	Amarpur-7, Gulmi	2
4	Shree Saraswati Primary School	Amarpur-9 Gulmi	2
5	Shree Rani Pokhari L.Secondary School	Arjay-8 Gulmi	2
6	Shree Devasthan Primary School	Amarpur-6 Gulmi	2
7	Shree Bulma Primary School	Amarpur-1 Gulmi	2
8	Shree Shahid Primary School	Amarpur-8 Gulmi	2
9	Shree Saraswati Lower Secondary School	Amarpur-4 Gulmi	2
10	Shree Khaniukharka Lower Secondary School	Sirseni-2 Gulmi	2
11	Shree Siddeswori Primary School	Marbhung-2 Gulmi	2
12	Shree Rakte Pokhari Primary School	Wagla-9 Gulmi	2
13	Shree Amarpur Om Prasad Gautam Higher Secondary School	Amarpur-6 Gulmi	2
14	Shree Bhagwati Higher Secondary School	Wagla-8 Gulmi	2
15	Shree Deurali Primary School	Bastu-2 Gulmi	2