

CHAPTER ONE: INTRODUCTION

This study entitled. **Activities Used by Teachers of English While Teaching Essay.**

This part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

In a human society when individuals grow up they need to learn a language. It is assumed that language learning makes a man perfect. Language is a means of communication. People use various types of languages. Language is a social need that came into existence after long process according to the necessity of human beings. Language is not a haphazard collection of words and sentences but it has a system. Every language has four language skills; listening, speaking, reading and writing. To be perfect in any language these four skills should be taught or learned perfectly. All language skills should be focused. If we talk about language teaching, it denotes teaching of first language, second language or foreign language. The language teaching is an established profession, but it is no longer an easy option to do. Richards and Rodgers (2010, p. 1) defined language teaching as “Language teaching came into its own as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of the twentieth century.” Fortunately the situation today has dramatically been changed.

A language teacher has to do different things to teach language. The teacher must be hard working, committed and talented. Previously, language teaching is one way process. Teachers used to deliver and students used to fill up their mind. But now it has been changed. In this regard Holden (1984, p. 17) states:

It is not enough to know about how to present, practice and follow up a structure and how to use tape recorder and language laboratory. The present wave of communication materials makes new demands on the teachers.

Language teaching is teaching of language skills and enable learners to produce and receive information. Similarly, Stern (1983, p.21) notes “Language teaching as the activities which are intended to bring changes about language learning.” Though, it has been taught extensively.

1.2 Statement of the Problem

English language teaching is one of the most challenging issues in Nepal. Teaching English is not consisting of one aspects of language but it includes listening, speaking, reading and writing skills. Here, my concern is to relate with reading in general and teaching an essay to the secondary level students in a particular. Essay is one of the important part of literature. Through essay, students get chance to gain information, knowledge and exchange their ideas, views and arguments via similar essay reading and writing practice. Essay reading and writing help to enhance learner’s creativity and ideas. Essay in its pure form uses words to establish ideas that are addressed directly by the essayist to the reader. Therefore, its essential quality is persuasion. Essayist creates any impression of themselves that they wish. In many cases, teacher feels difficulty to teach essay in secondary level students. The teachers are in confusion how to teach essay. Students also feel difficult to read, write and learn it. Teachers feel discomfort to teach essay. There is no any hard and fast rule for teaching essay. Thus, teacher can be used his or her own way, methods, techniques and activities to teach essay.

In our secondary level curriculum, essay writing is compulsory and it carries ten to fifteen marks in the exam. Therefore, so many teachers are worried about how to develop their students writing competencies rather than how to teach better. Through teaching essay, all language aspects can be taught such as vocabulary, grammar and language functions. But, the reality is that teachers and students are directed towards the highest marks in the final exam. They give full emphasize to get better marks. Therefore, the main concern of this study was that what types of activities and techniques were used by teachers in order to teach essays which are included in the secondary level curriculum of English subject, especially in grade nine and ten.

1.3 Objectives of the Study

The objectives of this study are as follows:

- 1) To identify the activities used by the teachers while teaching essay.
- 2) To identify the value of different activities in teaching essay

1.4 Research Questions

Research questions are main tool for data collection for any study. They are based on the objectives of the study. This study was investigated answers of the following questions:

- a) What are the activities used by teachers while teaching essay?
- b) What is the value of different activities in teaching essay in the secondary level?

1.5 Significance of the Study

There are four language skills – listening, speaking, reading and writing. We use language for communication in terms of these four language skills. Among these four language skills reading is the one. This is also known as receptive language skill. It is an activity which opens the path of knowledge. This means when we read an essay we gain or receive the knowledge from the essay. Through reading students get a lot information, knowledge and skills. It is divided into different types as intensive reading and extensive reading.

Teachers can apply different types of activities to teach essay. Teaching essay is not an easy task. Through teaching an essay teachers can develop learners' autonomy. All learners are not equally qualified and good in all skills of language within the same class. Therefore, the teacher should use different techniques and activities to teach essay on the basis of levels of the students. Essay is prominent part of teaching literature. Through essay people can express their ideas, thoughts, emotions and opinions on the particular subject or phenomenon. In our secondary level English

curriculum essay writing carries ten to fifteen marks in the exam. Many essays are included in the course. Teachers generally give emphasis on writing but they feel difficulty to teach essay. So, this research is based on how teachers teach and what types of activities they use while they teach essays which are given in the texts.

Our education system and exams are based on the writing skill. I suppose this study will provide teachers and teacher educators with a wider repertoire of responses to consider as they re-evaluate and reflect on their own teaching techniques and activities. It will be equally important for policy makers, course designers, school administration, teachers and all others who are directly or indirectly involved in the English language teaching (ELT) including the researchers in the field of ELT. It will hope that the findings of this study will serve as a basis for assisting English language teachers adopt teaching activities that will enhance learning of essay teaching skills among students. Secondly, the study will enable curriculum developers and textbook writers to come up with materials that will address the challenges faced by students in L2. The researcher also hope that the findings of the study will be relevant in teacher education as a whole, especially regarding language education which may enable teacher trainers to come up with better methods of training language teachers with specific reference to essay teaching. Finally, this research can be very significant for the teachers and students who want to know about different learning activities. In the same way, this study can also be equally important for the researchers who want to carry out further research work related to activities of teaching essay.

1.6 Delimitations of the Study

The proposed study had the following delimitations:

- The study was limited to the activities used by secondary level English teachers.
- The study was limited to teaching essay.
- The study was limited to the twenty secondary schools and twenty teachers of the Nuwakot district.
- Both close and open ended questions were used to collect the teachers view.

1.7 Operational Definitions of the Key Terms

Essay: Here, essay refers to the piece of compositions which are included in the secondary level English curriculum.

Activities: In this study, activities refer to pre-teaching, while-teaching and post-teaching stages used by secondary level English teachers while teaching essay.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

Language is the most advanced and powerful means of human communication. It is used to express our thoughts, feelings, ideas and emotions. Most of the activities of the world are carried out through language.

2.1.1 Language Skills

Language is not a haphazard collection of words and sounds but it is a system of system. It has three systems as phonological, grammatical and semantics systems. Language does not have any single skill rather it has four skills. Language can be used in its all modes and manners and these modes and manners in which language is used are known as language skills. Language has four skills as listening, speaking, reading and writing. According to Harmer (2010,p.283-288) ‘literate people who use language have a various abilities, the four skills as listening, speaking and writing are classified as receptive and productive skill’.

According to Harmer (ibid) ‘we have said that choice of language may depend upon the channel of communication. If we examine this concept more we can identify language skills that native speakers and component language have a number of different abilities. They will be able to speak on the telephone, write letters, listen to the radio or read books. In other words they posse four basic language skills as listening,speaking,reading and writing.

From the above definitions we can say that among the four basic language skills writing is the most difficult to acquire. It is the record of one’s thoughts and ideas,a form of expression and a reliable means of communication.

2.1.2 Reading Skill

Reading is one of the receptive language skills. Reading generally means understanding or making sense of a given text. It involves extracting the required information from the text as effectively as possible. There are certain sub-skills in reading which the successful reader should develop. Munby (1979 as cited in Dawadi, Poudel and Karki 2010) lists out the sub-skills of reading as:

- Recognizing the script of a language.
- Deducing the meaning and use of unfamiliar lexical items
- Understanding explicitly stated information
- Understanding information when it is not explicitly stated
- Understanding conceptual meaning
- Understanding the conceptual value of sentences and utterances
- Understanding relations within the sentences
- Understanding relation between parts of a text through lexical cohesion devices
- Understanding cohesion between parts of a text through grammatical cohesion devices.
- Interpreting text by going outside
- Recognizing indicators in discourse
- Identifying the main point or important information in a piece of discourse
- Distinguishing the main idea from supporting details
- Extracting salient points to summarize
- Selecting extraction of relevant points from a text
- Basic reference skills
- Skimming
- Scanning to locate specifically required information
- Transcoding information to diagrammatic display

Therefore, teaching of reading should be directed towards the development of these sub skills in students. The main purpose of teaching reading at secondary level is to

develop them into independent readers. They should develop capacity to read and understand any new reading materials in course of their daily lives.

2.1.3 Different Kinds of Reading

There can be different kinds of reading according to the purpose of reader or learner. Harmer (2011) introduces two types of reading: intensive and extensive reading.

Intensive reading

In intensive reading, the students are expected to have complete understanding of the text. Therefore, this kind of reading will be done for the sake of detail understanding. They need to understand everything which they read and be able to answer comprehension questions.

Extensive reading

Extensive reading is done for the sake of pleasure. In this kind of reading, the students are not expected to develop complete understanding of the text. They are only expected to develop general kind of understanding of the text.

2.1.4 Introduction of Essay

Essay is a piece of writing or written composition in prose form that describes, explains, narrates, exemplifies or defines any object, event or process. It can be used to discuss a variety of topics formally or informally. According to Awasthi, Bhattarai and Khaniya (2011, p.40) essay tries to convince the readers as well as entertain them. Essayists can create any impression of themselves that they wish. They can appear in random manner or relaxed or serious, or wise or foolish. Awasthi et al (2011, p.41-42) lists some characters of a good essay. They are: unity, balance, order, brevity, coherence, style, emphasis, personal touch, euphony, legibility, persuasion and flexibility.

2.1.5 Approaches of Teaching Essay

As a prosaic literary genera essay occupies a considerable space in teaching language through literature. Awasthi et al (2011) present two approaches of using literature with language learners. They are: non textual approach and textual approach. Since essay is one of the major genres of literature, it can be taught through any of these two approaches. So, these two approaches of dealing with essay lesson in ELT class can be introduced below:

Non-textual approach

According to this approach, we can teach a literary text (here essay) by providing information about the background of the writer and the text. The writer is introduced first in terms of his/her background information like childhood, family background, education, profession, religion, culture, political inclination. In this approach, the teacher gives greater importance to the background information about the writer than the text. Similarly, this approach gives background information about the contemporary society, its economy, culture, politics, education and literary movements.

Textual approach

According to this approach, the teaching of essays does not go beyond the text itself. The text is used in the class. The students go through and analyze the textual properties of the text. In this approach, the text is evaluated based on the elements such as language, style and technique.

2.1.6 Activities of Teaching Essay

Different techniques and activities are used while teaching essay to the secondary level students. Tierney and Cunningham (1981) presents activities for teaching reading comprehension of prose texts. He presents different activities under three main

stages:pre-reading activities(pre-teaching stage), guiding reader/text interactions during reading to learn(while teaching stage), and teacher interventions following reading to learn (post teaching stage). The stages and activities can be presented as follows:

2.1.6.1 Pre-teaching Activities

It is the beginning stage of teaching essay in the class. The teacher makes students prepare for the lesson and the task to be performed. In this stage, the teacher can ask some questions related to the essay to draw the attention of the students or he can ask the students to describe the pictures related to the essay. The following are the activities adopted in this stage:

- i. Reading or listening about the authors' life or historical and cultural background to the essay.
- ii. They teacher selects key words from the text and teaches them with their meaning and uses in the essay.
- iii. Students react about the background of the text or to the topic.
- iv. Prediction about the essay based on reading the first paragraph only.
- v. Students involve in discussion about the development of events in essay.
- vi. General discussion on the questions about some of the themes which occur in essay.
- vii. Students match important words in the essay with their dictionary definitions.
- viii. Simulation of students' interest and pre-reading of new vocabulary items.
- ix. The students can be encouraged to search the dictionary meaning of the complex words of the essay.

2.1.6.2 While –Teaching Activities.

At this stage, the teacher presents the task to be performed. The students read the essay silently and answer the question or perform the task specified. The teacher is required to watch students and evaluate their activities being silent but attentive. At this stage, the following activities are done:

- i. Asking students a number of questions to check whether they have understood the gist of the essay.
- ii. Students think of the adjectives to describe a particular character in the essay.
- iii. Students provide 'titles' to the whole text or particular paragraphs.
- iv. Students make an imaginative extension.
- v. Students concentrate on graphology, vocabulary, phonology, and syntax of the essay.
- vi. Students make contrasts in characters and their role in the essay.
- vii. The teacher provides many different parts of scrambled essay.
- viii. The students plays with the text to generate different types of adjectives to describe the character of essayists.
- ix. The teacher occasionally help to the students to interpret the essay which they have.
- x. Students read the essay and do the activities such as matching, true-false, multiple choice, filling blanks and answer-question

2.1.6.3 Post-Teaching Activities

The students' answers are checked by the teacher directly or indirectly. The teacher clarifies the ambiguities if the students are confused at some points. The following activities are included in this stage;

- i. Providing students with different critical interpretations of the essay.
- ii. Providing general questions to debate focusing on any point in the essay.
- iii. Writing the review of the essay.
- iv. If essay is narrative one written in the first person the students rewrite in third person.
- v. Writing a few paragraphs using certain stylistic features of the essay.
- vi. Reading and discussion of critical literary about the author of the essay or his/her works in general.
- vii. Critical discussion or debate about the world view or values which seem to be depicted in the text.

- viii. Providing students sample opportunities to view and present analytical presentation about the discussed essay.
- ix. Asking for the students to review of the essay.
- x. Discussion on different critical interpretation of the essay provided.
- xi. Writing a review of an essay.
- xii. Writing a paragraph of the essay.
- xiii. Providing the different version of essays summary which students read and select the best one.
- xiv. Discussion /debate on questions /issued provided by the teacher

2.2 REVIEW OF RELATED EMPIRICAL LITERATURE

Some of the recently carried out research works in this field are follows:

Acharya (2010) carried a research on “Activities Used in Teaching Essays” aiming to find out the activities used in teaching essays. He used observation, checklist and questionnaire as research tools. His sample were eighty teachers of higher secondary school from Kathmandu valley. He used random sample procedures. He found out that there were not any fixed activities used by the teachers while teaching essays.

Teachers were not focusing on learner centered approach. So the classroom teaching was fully teacher centered. He found that pre, while and post teaching activities were also weak. His major findings were English teachers should adopt the techniques, methods and approaches depending upon theory of the present day world.

Pandey (2011) carried out research entitled “Strategies Used in Teaching of Writing”. The main objectives of her study was to find out the strategies used by the teachers in teaching writing essay. Check-list and interview were major tool to collect data. She observed secondary level teachers of five government aided school to reach her goal. She found that all the teachers agreed that writing is necessary for learning English and their students faced many problems while writing essay. They also agreed that strategies they used in the classroom help the students to do better in writing. But not all the teachers were found to apply the same way in teaching writing.

Bhatt (2012) carried a research entitled “Use of Elicitation Techniques in Developing Writing Skills.” His aim was to find out whether elicitation technique can improve students writing skills. He used eight students of grade nine of Gokuleshwor Higher Secondary School, Darchula. He used both primary and secondary sources of data.

Shrestha (2016) carried a research on “Strategies Used by Novice Teachers in Teaching Essays at Higher secondary Level”. Her main aim was to find out the strategies used by novice teachers in teaching essay and identify the problems faced by students while studying the story. She has carried out research in higher secondary schools of Udayapur district. For data collection, she has used observation, checklist and questionnaire. Both open and closed ended questions were used. Ten novice teachers and thirty students of Udayapur district were selected as the sample of the study. He found that practices of teaching essay by novice teachers in higher secondary level were found satisfactory. Teachers used different teaching materials like realia, pictures, videos, magazine cutouts and photocopies of paragraph. Although novice teachers are new in the teaching field. They were found always trying to satisfy the quarries and adjusting themselves with the students.

Chaudhary (2017) carried a research on ‘Essay writing Ability of Grade Seven’. His main objectives were to find out the essay writing ability of grade seven students of public and private schools and to suggest some pedagogical implications. He has collected data from primary sources. He selected four schools of Saptari district. Out of four schools two private schools and two public schools. He assigned thirty of these four schools to write three essays each. After that he checked and gave marks. Then he compared both side students. His findings were that those students who belonged to private schools seemed good in essay writing.

Joshi (2017) carried a research entitled ‘Attitudes of Teachers towards Teaching Essay to Grade Eleven Students’. His aim was to find out the attitudes of teachers towards the essay teaching to grade eleven students and to provide some pedagogical implication. To meet the specified objectives he has used survey design and for that he has used thirty teachers of different higher secondary schools of Kathmandu valley. He used primary sources for data collection. For data collection he has used

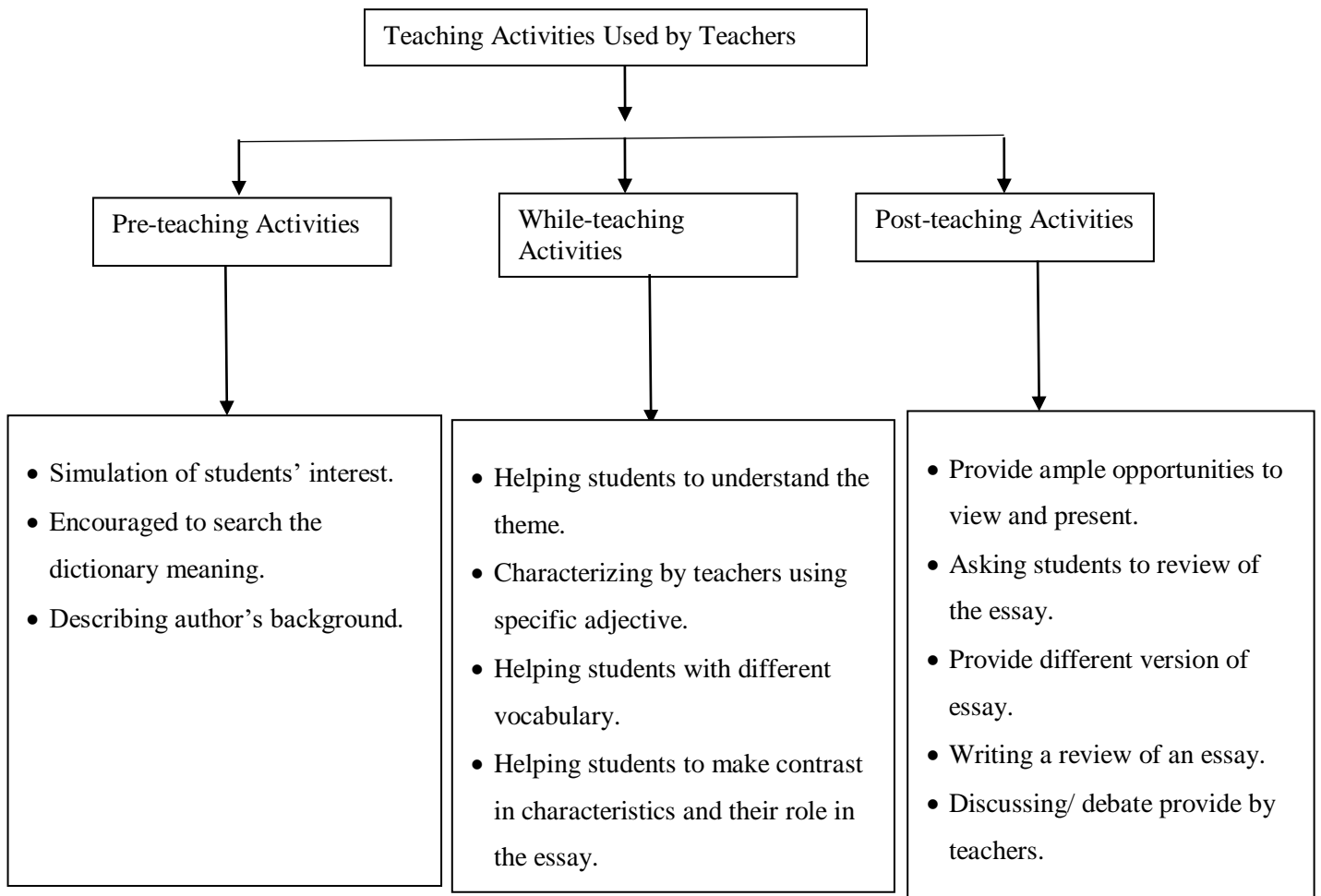
questionnaire. His finding was that hundred percentage teachers have positive attitude towards teaching essay. It has been found that majority the teacher's belief essay teaching makes students maintaining linguistic appropriacy and accuracy.

2.3 Implications of the review for the Study

In literature review, our central focus is to examine and evaluate what has been studied before on a topic and establishing the relevance of this information to our own research. This review of the study may be obtained from variety of sources including books, journal, articles and report. The entire sources help me to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. So from the study of Acharya (2010) , Bhatta (2012), Shrestha (2016), Chaudhari (2017), and Joshi (2017) I got the ideas for selecting topic, improving to examine and evaluate what have been said before on a topic and what not have been said for further research. Therefore, all those reviewed literatures are related to essays, short stories, classroom activities of novice teachers etc. I also developed insight regarding the methodology to be applied for my research study. I reviewed the research by Sherestha (2016) which helped me to select appropriate sample for the study. Not only Sherestha but afro-mentioned which I reviewed during my research helped me. In one sense, these all researches are helpful for making sample, construction questionnaire, selecting methodology, selecting area of the study, sample of population, analyzing data, use of tools, data collection procedures and selecting design of the study.

2.4 Conceptual Framework

Conceptual framework is the representation of the understanding of theories by the researcher and his/her own conceptualization of the relationship between different variables. While carried out this research I had consulted different theories related to this study. Thus, the present study was based on the following conceptual framework:



CHAPTER: THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

This study was based on survey research design. According to Cohen and Manion(1985 as cited in Nunan 2010, p. 140) mentions:

Surveys are the most commonly used descriptive method in educational research and may vary in scope from large-scale governmental investigations through to small-scale studies carried out by a single researcher. The purpose of a survey is generally to obtain a snapshot of conditions, attitudes or event at a single point in time.

The objectives of this study is almost similar to the above definitions. The objectives are to identify the activities used by the secondary level English teachers while teaching essay and its importance in the secondary level. Nunan (2010, p.141) mentions the eight step procedure of survey research. All the steps was applied during the completion of the study.

Step 1: Design objectives- What do we want to find out?

Step 2: Identify target population- Who do we want to know about?

Step 3: Literature review- What have others said/discovered about the issue?

Step 4: Determine sample- How many subjects should we survey, and who will identify these?

Step 5: Identify survey instrument- How will the data will be collected: questionnaire/interview?

Step 6: Design survey instrument- How will the data collection be actually be carried out?

Step 7: Identify analytical- How will the data be assembled and analyzed?

Step 8: Determine reporting procedure- How will be written up and presented?

The above steps entail that survey is one of the important research design used in educational investigations. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole group. Above mentioned steps are required to learn the activities used by secondary level English teacher while teaching an essay and its importance in the secondary level. Therefore, survey design was adopted to conduct this research.

3.2 Population, Sample and Sampling Strategy

A population is a group of people that consists of more common characteristics. In the same way, Best and Kahn (2012, p. 13) defined population as "A group of individuals with at least one common characteristics which distinguishes that group from other individuals". Therefore, the population of this study was the secondary level English language teachers of Nuwakot district. Similarly, sample is small number of population that shows what it is like. As cited in Best and Kahn (ibid) define sample as "a sample is a small proportion of the population that is selected for observation and analysis". In this study, 20 English language teachers from 20 different secondary schools of Nuwakot district were selected using non-random judgmental sampling procedure for the sake of primary data collection. According to Kumar (2005, p. 179) non-random purposive sampling is the judgment of the researcher as who can provide the best information to achieve the objectives of the study.

3.3 Research Tools

For this study, questionnaire was used as the research tool. Both open ended and close ended questions was asked in order to find out activities adopted by the secondary level English teachers of Nuwakot district while teaching essays.

3.4 Sources of Data (Primary and Secondary)

The primary sources of data for this study was information obtained from 20 teachers of the selected secondary schools of Nuwakot district. Similarly, I have consulted

various books and dissertations related to the topic to facilitate the present study they are listed in the reference section.

3.5 Data Collection Procedure

Regarding data collection I prepared questionnaire included six open ended and eighteen close ended questions that is included in appendix. I visited the selected schools with questionnaire, consult the administration and ask for permission to involve their teachers. Then, I met the teachers and established rapport with them. I distributed questionnaire and explained each questions to them and at last, the questionnaire was collected from them.

3.6 Data Analysis and Interpretation Procedure

The recorded data was analyzed, interpreted and presented descriptively and statistically by using simple statistical tools as percentage.

3.7 Ethical Considerations

Ethical consideration refers to the values that a researcher has to follow during the research process. It is an essential part of any researches. For this study the data were collected honestly and carefully from the twenty teachers of the Nuwakot district. Collected data were used only for this research purpose. The respondents' identification was completely anonymous and no names were mentioned in the study. This is only used for research purpose.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

The quantitative data collected for the study were analyzed and interpreted to derive findings of the study. So, this chapter of the thesis includes the analysis and interpretation of the results.

4.1 Analysis of Data and Interpretation of Results

Data were analyzed and interpreted descriptively making use of simple statistical tools such as frequency and percentile. The facts were presented in different tables and paragraphs followed by descriptive analysis and interpretation.

This subsection of the thesis consists of the analysis of data collected through the tools such as questionnaire and interpretation of the results derived from the analysis.

4.1.1 Background Information

The first part of the questionnaire was intended to elicit the basic information about the participant teachers. The information sought about the teachers consisted of the name of the school, qualification, area of qualification and total years in teaching English language. So, a brief profile of the teachers who participated in the study has been presented in the table included in the appendix section.

4.1.2 Teaching essays consists three stages

The teachers were provided the close ended questions followed by five alternatives; 'always', 'usually', 'sometimes', 'rarely' and 'never'. In this section, I have been presented the data of only one statement which is included in the table below.

Table 1

Teaching essays consists three stages

4.1.2	AL		US		SM		RA		NE		Total	
	F	%	f	%	f	%	F	%	F	%		%
1. Teaching essays consists three stages	10	50	0	0	5	25	5	25	0	0	20	100

AL= Always, US= Usually, SM= Sometimes, RA=Rarely, NE=Never

As can be observed in the table 1, half of the teachers (i.e. 50%) were found that they always use three stages while teaching essays. Similarly, a significant number of teachers (i.e. 25%) sometimes and rarely were taught essay on the basis of three stages. However, not a single teacher was found that they usually and never teach essay without three stages. It shows that half of the teachers teach essay on the basis of three stages.

4.1.3 Providing background information about the topic

Here, I have presented the data which are collected from the English language teachers of Nuwakot district. In this section, I have presented the views of English teachers in terms of providing background information of the topic while teaching essay. They responded differently on this statement. I have included their responses on the following table.

Table 2

Providing background information about the topic

4.1.3	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	F	%		%
2. Providing background information about the topic	18	90	0	0	2	10	0	0	0	0	20	100

Above table shows that, almost all the teachers (i.e. 90%) were found that they always provided background information about the topic while they teach essay in the

classroom. Similarly, a few teachers (i.e. 10%) were found that they sometimes provided background information about the topic. However, not a single teacher was found that he/she taught essay without giving background information. It shows that almost all the teachers provided background information about the topic.

4.1.4 Pre-teaching vocabulary

In this section, I have presented the data which are collected from the primary sources. I have collected the responses whether they pre teach vocabulary which occur in the essay or not. Their responses are given in the following table:

Table 3

Pre-teaching vocabulary

4.1.4	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
3. Pre-teach vocabulary	0	0	5	25	10	50	5	25	0	0	20	100

The data presented in the table 3 displays that some of the teachers (i.e.25%) were found that they usually pre-teach vocabulary which occur in the essay. Moreover, half of the teachers (i.e.50%) were found that they sometimes pre-teach vocabulary which occur in the essay. Likewise, some of the teachers (i.e.25%) responded on rarely. It means they pre teach vocabulary rarely which occur in the essay. However, not a single teacher responded on ‘always’ and ‘never’. It shows that majority of the teachers taught vocabulary before entering to the essay.

4.1.5 Encouraging students to search the dictionary meaning

In this section, I have presented the data which are collected from the primary sources. I have collected the responses of the teachers regarding teaching essay in the secondary level. Their responses are given in the following table:

Table 4*Encouraging students to search the dictionary meaning*

4.1.5	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	F	%		%
4. Encouraging students to search the dictionary meaning	10	50	10	50	-	-	-	-	-	-	20	100

From the above table, it is found that half of the teachers (i.e. 50%) encouraged students to search the dictionary meaning while they taught essay. Similarly, half of the teachers (i.e. 50%) were found that they usually encourage their students to search the dictionary meaning of the difficult vocabulary. However, not a single teacher responded on ‘sometimes’, ‘rarely’ and ‘never’. It shows that most of the teachers encourage their students to search dictionary while teaching essay.

4.1.6 Encouraging students to predict about the essay

Under this topic, I have presented the data in the table statically. Similarly, in this section, I have collected the responses of teachers whether they encourage their students to predict about the message of the essay or not. When the teachers were asked to respond their views on teaching essay, they answered differently. Their responses are given in the table five.

Table 5*Encouraging students to predict about the essay*

4.1.6	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
5. Encourage students to predict about the essay	5	25	-	-	15	75	-	-	-	-	20	100

The above table shows that most of the teachers (i.e. 75%) were found that they sometimes encourage their students to predict the theme of the essay. In the same way, some of the teachers (i.e. 25%) were found that they always encourage their students to predict about the essay. However, even a single teacher not responded on ‘usually’, ‘rarely’ and ‘never’. It means most of the teachers sometimes encourage their students to predict the main ideas of the essay.

4.1.7 General discussion on the questions

The teachers were asked to express their responses towards general discussion on the question. The collected data has been analyzed in the table below.

Table 6

General discussion on the questions

4.1.7	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
6. General discussion on the questions	-	-	10	50	10	50	-	-	-	-	20	100

As can be observed in the table 6, half of the teachers (i.e. 50%) were found that they usually provide chance for general discussion on the questions. Similarly, half of the teachers (i.e. 50%) were found that they sometimes give the chance to their students for general discussion on the question. However, not a single teacher responded on ‘always’ ‘rarely’ and ‘never’. It shows that sometimes half of the teachers provide opportunity to have general discussion on the question while teaching essay and half of the teachers usually provide chance for general discussion on the question.

4.1.8 Students involvement in the silent reading

In this section, I have presented the data which are collected from the primary sources. I have collected the responses of the teachers regarding students’ involvement in the silent reading while they teach essay in the secondary level. Their responses are given in the following table:

Table 7*Students involve in the silent reading*

4.1.8	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
7. Students involve in the silent reading	-	-	15	75	5	25	-	-	-	-	20	100

The above table reflects that most of the teachers (i.e. 75%) were found that they usually involve their students in the silent reading. Likewise, some of the teachers (i.e. 25%) were found that they sometimes involve their students in the silent reading while they teach essay in the secondary level. However, even a single teacher not responded on 'always', 'rarely' and 'never'. It means most of the teachers usually and sometimes involve their students in the silent reading while they teach essay.

4.1.9 Students' involvement in playing with the scrambled text

The teachers were asked to express their responses towards students' involvement in playing with the scrambled text while they teach essay. The collected data has been presented in the table below.

Table 8*Students' involvement in playing with the scrambled text*

4.1.9	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
8. Students involvement in playing with the scrambled text	-	-	-	-	5	25	15	75	-	-	20	100

The above table shows that some of the teachers (i.e. 25%) were found that they sometimes involve their students in playing with the scrambled text. Similarly, most of the teachers (i.e. 75%) were found that they rarely involve their students in playing

with the scrambled text while they teach essay in the secondary level. However, even a single teacher not responded on ‘always’, ‘usually’ and ‘never’. It means most of the teachers rarely and some of the teachers sometimes involve their students in playing with the scrambled text while they teach essay.

4.1.10 Encouraging students to think critically and creatively

Students are the main components of classroom teaching and learning activities. So, it is obligatory to involve them in those activities. Students are highly motivated towards their study when they themselves get a chance to become a part of their learning rather than being a silent listener. Making them participate in discussion is the best way of motivating them in a language classroom. When the students are really involved in some activities, they learn without knowing whether they are learning or not.

Regarding students’ active participation in the teaching and learning process I have involved some teachers whether they encourage their students to think critically and creatively or not. They were responded differently. The result has been displayed in the table below:

Table 9

Encouraging students to think critically and creatively

4.1.10	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
9. Encouraging students to think critically and creatively	10	50	-	-	10	50	-	-	-	-	20	100

As the preceding table 9 reveals that, 50 percent of the respondents were found that they always encourage their students critically and creatively. Similarly, half of the teachers i.e. 50 percent of the respondents were found they sometimes encourage their students to think critically and creatively. However, not a single teacher responded on ‘usually’, ‘rarely’ and ‘sometimes’. In this sense, a high proportion of the teachers encourage their students to think critically and creatively.

4.1.11 Reading essay by students and do the activities

When the students actively take part in interaction, the activities of teaching and learning become more effective. The learners can be said to be motivated towards the teaching and learning if the students answer the questions easily. The given table presents the adopted result.

Table 10

Reading essay by the students and do the activities

4.1.11	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
10. Reading essay by the students and do the activities	10	50	10	50	-	-	-	-	-	-	20	100

On the basis of the result revealed by the preceding table, half of the teachers (i.e.50%) were found that always their students read the essay and do the activities. Similarly, half of the teachers (i.e.50%) were found that usually their students read the essay and do the activities while they teach essay. However, not a single teacher responded on ‘sometimes’, ‘rarely’ and ‘never’. Therefore, in this study, it was found that a majority of the teachers’ class students read the essay and do the activities in their essay classes.

4.1.12 Students playingwith the text to generate adjectives

This section primarily concerns with the students active participation in the teaching and learning process. It means whether they play with the text to generate adjectives or not. The collected data has been presented in the following table:

Table 11*Students playing with the text to generate adjectives*

4.1.12	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
11. Students playing with the text to generate adjectives	10	50	10	50	-	-	-	-	-	-	20	100

On the basis of the result revealed by the above table, half of the teachers (i.e.50%) were found that their students play with the text to generate adjectives. Similarly, half of the teachers (i.e.50%) were found that usually their students play with the text to generate adjectives while the teachers teach an essay in the classroom. However, not a single teacher responded on ‘sometimes’, ‘rarely’ and ‘never’. Therefore, in this study, it was found that a majority of the teachers’ class students play with the essay to generate adjectives.

4.1.13 providing titles to the whole text

In this section, I have presented the data which are collected from the primary sources. I have collected the responses whether they let their student to provide potential title to the essay or not. Their responses are given in the following table:

Table 12*Students provide titles to the whole text*

4.1.13	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	F	%		%
12. Students provide titles to the whole text	-	-	10	50	10	50	-	-	-	-	20	100

On the basis of the result revealed by the preceding table, half of the teachers (i.e.50%) were found that their students usually provide titles to the essay or whole text. Similarly, half of the teachers (i.e.50%) were found that usually their students

provide titles to the whole text while they teach essay. However, not a single teacher responded on ‘always, ‘rarely’ and ‘never’. Therefore, in this study, it was found that a majority of the teachers’ class students provide titles to the whole text in their essay classes.

4.1.14 Students involvement in writing parallel essay

In this section, I have presented the data which are collected from the primary sources. I have collected the responses whether they involved their students to write parallel essay after the completion of the essay class or not. They responded differently. The responses collected from the teachers are given in the following table:

Table 13

Students involve to write parallel essay

4.1.14	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	F	%		%
13. Students involve to write parallel essay	-	-	5	25	10	50	5	25	-	-	20	100

On the basis of the result showed by the preceding table 13, some of the teachers (i.e.25%) were found that they usually involve their students to write parallel essay after the completion of the essay class. Similarly, half of the teachers (i.e.50%) were found that they sometimes involve their students to write similar essay. In the same way, some of the teachers (i.e. 25%) were rarely involved their students in the parallel writing. However, not a single teacher responded on ‘always’, and ‘never’. Therefore, in this study, it was found that a majority of the teachers involve their students to write parallel essay after the completion of the essay class.

4.1.15 Providingample opportunities to review discussed essay

I have presented the data which are collected from the teachers in this section. I have asked them whether they provide an ample opportunities to review discussed essay to their students or not. Their responses are presented in the table below:

Table 14*Provide ample opportunities to review discussed essay*

4.1.15	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
14. Provide ample opportunities to review discussed essay	-	-	15	75	5	25	-	-	-	-	20	100

Above table 14 shows that, most of the teachers (i.e.75%) were found that they usually provide an ample opportunity to review discussed essay to their students. Similarly, some of the teachers (i.e.25%) were found that they sometimes provide opportunity to their students to review discussed essay. However, not a single teacher responded on ‘always’, ‘rarely’ and ‘never’. Therefore, in this study, it was found that a majority of the teachers provide an ample opportunity to their student to review discussed essay while they teach essay in the secondary level.

4.1.16 Encouraging students to present the gist of essay

In this section, I have presented the data which are collected from the primary sources. I have collected the responses of teachers who teach in the secondary level and whether they encourage students to present the gist of essay or not. Their responses are given in the following table:

Table 15*Encouraging students to present the gist of essay*

4.1.16	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
15. Encouraging students to present the gist of essay	10	50	10	50	-	-	-	-	-	-	20	100

On the basis of the result revealed by the preceding table, half of the teachers (i.e.50%) were found that they always encourage their students to present the gist of the essay. In the same way, half of the teachers (i.e.50%) were found that they

usually encourage their students to give the gist of the essay after the completion of the essay class. However, not a single teacher responded on ‘sometimes’, ‘rarely’ and ‘never’. Therefore, in this study, it was found that almost all the teachers were encouraged their students to provide main gist of the essay.

4.1.17 Assigning students to write their own essay

The teachers were asked to express their views regarding teaching essay. Whether they assign their students to write their own essay after teaching an essay in the class or not. The collected data has been analyzed in the table below.

Table16

Assign students to write their own essay

4.1.17	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
16. Assign students to write their own essay	10	50	10	50	-	-	-	-	-	-	20	100

Regarding the assignment of the students to write their own essay after studying an essay in the class half of the teachers (i.e. 50%) were always assigned to write their own essay. Likewise, half of the teachers (i.e. 50%) were usually assigned to their students. However, not a single teacher assigned ‘sometimes’ ‘rarely’ and ‘never’. It shows that almost all the teachers assign students to write their own essay after the end of the lesson.

4.1.18 Raising general questions for debate

In this section, I have presented the data which are collected from the primary sources. I have collected the responses whether they raising general questions for debate or not. Their responses are given in the following table:

Table 17*Raising general questions for debate*

4.1.18	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	f	%		%
17. Raising general questions for debate	10	50	10	50	-	-	-	-	-	-	20	100

Above table shows that, half of the teachers (i.e.50%) were found that they always raising general questions for debate. Similarly, half of the teachers (i.e.50%) were found that they usually raise general questions for debate.However, not a single teacher responded on ‘sometimes’, ‘rarely’ and ‘never’. Therefore, in this study, it was found that a majority of the teachers raise general questions for the further discussion in the class.

4.1.19 changing first person into third person

In this section, I have presented the data which are collected from the primary sources. I have collected the responses of teachers whether they let their students to write or change the first person narrative essay into third person or not. Their responses are given in the following table:

Table 18*First person narrative essay is changed into third person*

4.1.19	AL		US		SM		RA		NE		Total	
	F	%	F	%	F	%	F	%	F	%		%
18. First person narrative essay is changed into third person	-	-	10	50	-	-	10	50	-	-	20	100

On the basis of the result revealed by the preceding table, half of the teachers (i.e.50%) were found that they usually let their students to write or change the first person narrative essay is changed into the third person. Similarly, half of the teachers (i.e.50%) were found that they rarely let their students to write the first person

narrative essay is changed into third person narrative one. However, not a single teacher responded on ‘always’, ‘sometimes’ and ‘never’. That is why, in this study, it was found that half of the teachers let their students usually and half of the teachers rarely let their students to write third person narrative essay in the classroom.

4.1.20 Interpretation of Open-ended Questions

This topic deals with the opinions collected from the open ended questions. Twenty teachers were asked six open ended questions to collect the information about their activities of teaching essay. Teachers responded in their own way regarding the questions employed. The responses of the teachers are presented as below:

i.) Activities used by teachers while teaching an essay

According to the teachers’ responses they used different types of activities in the different stages of teaching an essay. Some teachers ask their students to select or ask difficult vocabulary which are used in the essay. Similarly, they ask their students to guess the theme of the essay.

ii.) Ways of motivating students

On the basis of their views or responses, they motivated their students by providing some background information about the essay. Moreover, they motivated their students to ask them identify the gist of the essay. In addition, they were replied as they used scrambled parts of an essay in order to motivate the students while teaching essay in the classroom.

iii.) Activities conducted in post teaching stage

According to the responses of the teachers regarding this question it was found that most of the teachers involved their students in parallel writing of essay while they have taught a particular essay. Similarly, they asked to the students to share the theme or message of the essay whatever they got from the essay. Furthermore, some of the teachers involved their students in debate program over the subject matter presented in the essay.

iv.) Importance of teaching essay at secondary level

According to the participants, it was found that almost all the teachers were positive towards teaching essay at the secondary level. Furthermore, they

were replied as teaching essay increases vocabulary power of the students. In the same way, some teachers insisted that teaching essay encourages students to read text in English. Whereas, some teachers replied as essay's importance at the secondary level is very important according to the exam point of view.

v.) *Teaching essay develops writing skill of the students*

On the basis of their views regarding this question whether teaching an essay develops writing skill or not. It was found that most of the teachers were replied as teaching essay develops the writing skill of the students. Moreover, they replied as writing skill needs more effort than other skills. Writing skill is developed through teaching essay. Furthermore, some teachers responded that students learn different aspects of writing essay; style of writing and language formation.

vi) *Ways of making teaching essay more effective, meaningful and useful*

According to the teachers' responses regarding how teachers make teaching essay more effective, meaningful and useful, it was found that most of the teachers insisted in the using of three stages of teaching essay as pre-teaching, while teaching and post teaching stage of teaching essay. Similarly, teachers were directed towards relating the content of the essay with the experience of the students. In the same way, teachers responded that the essay should be contextualized in order to make essay teaching effective, meaningful and useful.

Thus, it can be concluded that almost all the teachers teach essay on the basis of three stages as pre-teaching, while teaching and post teaching. Majority of the teachers motivate their student to make their teaching learning activities more effective, meaningful and useful. Therefore, essay is necessary in the secondary level to develop students writing skill.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter I have presented findings, conclusion and recommendations of the study on the basis of presentation, analysis and interpretation of the data. The following findings, conclusion and recommendations have been drawn on the basis of analyzed data:

5.1 Findings

It deals with the summary of findings of the study. On the basis of the presentation, analysis and interpretation of the data, major findings of the study have been summarized as below:

- Half of the teachers (i.e. 50%) told that they always use three stages as pre-teaching, while teaching and post teaching while they teach essays. Only a significant number of teachers (i.e. 25%) viewed that they sometimes and rarely use those three stages.
- Moreover, almost all the teachers (i.e. 90%) said that they always provided background information about the topic while they teach essay in the classroom. Similarly, a few teachers (i.e. 10%) opined that they sometimes provide background information about the topic.
- Some of the teachers (i.e. 25%) said that they usually and rarely pre-teach vocabulary which occur in the essay. Moreover, half of the teachers (i.e. 50%) told that they sometimes pre-teach vocabulary which occur in the essay. It means they pre teach vocabulary rarely which occur in the essay.
- In addition, half of the teachers (i.e. 50%) encouraged students to search the dictionary meaning while they taught essay. Similarly, half of the teachers (i.e. 50%) viewed that they usually encourage their students to search the dictionary meaning of the difficult vocabulary. It shows that most of the teachers encourage their students to search dictionary meaning while they teach essay.

- Most of the teachers (i.e. 75%) opined that they sometimes encourage their students to predict the theme of the essay. In the same way, some of the teachers (i.e. 25%) told that they always encourage their students to predict about the essay. It means most of the teachers sometimes encourage their students to predict the main ideas of the essay.
- Half of the teachers (i.e. 50%) said that they usually provide chance for general discussion on the questions. Similarly, half of the teachers (i.e. 50%) told that they sometimes give the chance to their students for general discussion on the question. It shows that sometimes half of the teachers provide opportunity to have general discussion on the question while teaching essay and half of the teachers usually provide chance for general discussion on the question.
- Most of the teachers (i.e. 75%) said that they usually involve their students in the silent reading. Likewise, some of the teachers (i.e. 25%) viewed that they sometimes involve their students in the silent reading while they teach essay in the secondary level. It means most of the teachers usually and sometimes involve their students in the silent reading while they teach essay.
- Some of the teachers (i.e. 25%) said that they sometimes involve their students in playing with the scrambled text. Similarly, most of the teachers (i.e. 75%) opined that they rarely involve their students in playing with the scrambled text while they teach essay in the secondary level. It means most of the teachers rarely and some of the teachers sometimes involve their students in playing with the scrambled text while they teach essay.
- Most of the teachers (i.e.75%) said that they usually provide an ample opportunity to review discussed essay to their students. Similarly, some of the teachers (i.e.25%) told that they sometimes provide opportunity to their students to review discussed essay. Therefore, in this study, it was found that a majority of the teachers provide an ample opportunity to their student to review discussed essay while they teach essay in the secondary level.
- Half of the teachers (i.e.50%) told that they always encourage their students to present the gist of the essay. In the same way, half of the teachers (i.e.50%) viewed that they usually encourage their students to give the gist of the essay

after the completion of the essay class. Therefore, in this study, it was found that almost all the teachers were encouraged their students to provide main gist of the essay.

- Half of the teachers (i.e. 50%) said that they assigned to write their own essay. Likewise, half of the teachers (i.e. 50%) were usually assigned to their students. It shows that almost all the teachers assign students to write their own essay after the end of the lesson.
- Half of the teachers (i.e.50%) opined that they always raising general questions for debate. Similarly, half of the teachers (i.e.50%) said that they usually raise general questions for debate. Therefore, in this study, it was found that a majority of the teachers raise general questions for the further discussion in the class.
- Half of the teachers (i.e.50%) told that they usually let their students to write or change the first person narrative essay into the third person one. Similarly, half of the teachers (i.e.50%) opined that they rarely let their students to write the first person narrative essay into third person narrative one. That is why, in this study, it was found that half of the teachers let their students usually and half of the teachers rarely let their students to write third person.
- Most of the teachers (i.e. 75%) involved their students in parallel writing of essay while they have taught a particular essay. Similarly, they asked to the students to share the theme or message of the essay whatever they got from the essay. Furthermore, some of the teachers involved their students in debate program over the subject matter presented in the essay.
- It was found that most of the teachers (i.e. 76%) replied as teaching essay develops the writing skill of the students. Moreover, they replied as writing skill needs more effort than other skills. Writing skill is developed through teaching essay. Furthermore, some teachers responded that students learn different aspects of writing essay; style of writing and language formation through teaching essay so that teaching essay is very important in the secondary level.

5.2 Conclusion

This study was mainly concerned with activities used by teachers of English while teaching essay. Twenty teachers' were taken as sample for this study. On the basis of information collected through the questionnaire from the sample population, I have concluded this study.

Teaching essay plays pivotal role for the teachers and all round development of the students. In the sense that essay is one of the most important genre of the literature. Through it students as well as teachers able to enhance their vocabulary power and writing skill. It also provides an opportunity to improve students writing skill and teacher's confidence and motivation. It obviously helps them to improve fluency and accuracy of a target language. Furthermore, it also helps to write parallel essay after the completion of the essay. Half of the teachers (i.e. 50%) were found that they always use three stages as pre-teaching, while teaching and post teaching stages while they teach essays. Moreover, almost all the teachers (i.e. 90%) were found that they always provided background information about the topic while they teach essay in the classroom.

It was found that most of the teachers (i.e. 76%) were replied as teaching essay develops the writing skill of the students. Moreover, they replied as writing skill needs more effort than other skills. Writing skill is developed through teaching essay. Furthermore, some teachers responded that students learn different aspects of writing essay; style of writing and language formation through teaching essay so that teaching essay is very important in the secondary level. Moreover, it was found that almost all the teachers were positive towards teaching essay at the secondary level. Furthermore, they were replied as teaching essay increases vocabulary power of the students. In the same way, some teachers insisted that teaching essay encourages students to read text in English. Likewise, some teachers replied as essay's importance at the secondary level is very important according to the exam point of view.

Thus, teaching essay and activities used for teaching essay are equally essential for teachers. Essay should be contextualized and understandable according to the level of

the student. Teaching essay makes our students more active and creative in the teaching and learning process.

5.3 Recommendations

On the basis of findings and conclusion mentioned above, the major recommendations of this study are explored. Therecommendations of this study can be applicable/implemented in policy level, practice level and further research area. I have made the following recommendations.

5.3.1 Policy Related

Policy makers need to be aware of the activities used in the teaching essay.

Therecommendations of this study at this level are as follows:

- Teaching essay is very important in the secondary level so that curriculum designer should give emphasis on teaching essay as well.
- Our course gives more emphasis on writing only that's why we neglect essay although it is given in the text book. So, policy makers should instruct to the teachers how to teach essays.
- In our secondary level English curriculum there is not detailed description of essays but it only focuses on writing essay. So, reading essay should be prioritized.
- Different sorts of essay should be given in the text which should be taught thoroughly.

5.3.2 Practice Related

- Teachers should not ignore or neglect teaching essay.
- Teachers should not give only homework of essay writing rather they should teach essay as well.
- Teachers should use different techniques while teaching essay as they should scrambled the text and distribute to the students.

- Teachers should let the students to guess theme of the essay.
- Essay should not be taught only for exam but they should be dealt with real life context.
- Critical analysis should be given priority while teaching essay.

5.3.3 Further Research Related

The following recommendations have been suggested for further research on the basis of findings and conclusions of the study.

- a) The researchers who are interested in this area can study about the different while teaching essay in the primary level.
- b) The researcher can study on the activities used in teaching narrative essay in the secondary level.
- c) The researcher can study about the perceptions of teachers in including essay writing in secondary level.
- d) The researchers can study about the effectiveness of essay writing to develop writing skill in the secondary level.

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Appendix I

Dear sir/madam

This questionnaire is a part of my research entitled **Activities Used by Teachers of English While Teaching Essay** under the supervision of my respected guru **Mr. Bhesh Raj Pokheral**, Lecturer of the Department of English Education, TU, Kirtipur, Kathmandu. Your co-operation in completion of the questionnaire will be of great value to me. I hope that you will co-operate to collect the required data for the study by responding to the sets of questionnaires. I assure you that your responses will be exclusively confidential and used only for present study. I have included both open and close ended questions for you. If you have any queries regarding the questions, please do not hesitate to contact or talk to me on 9848781117 or dnbhatt912@gmail.com.

Researcher
Dharmanand Bhatt
Central Department of English
Education
T.U. Kirtipur, Kathmandu

Name of the teacher:

Name of the school:

Set A

Close-Ended Questions

Dear Sir/Madam please read the following sentences carefully and put tick mark (✓) to the given alternatives based on your practice of teaching essays.

1. My lessons on teaching essays consist of three stages: pre reading, while reading and post reading.
a) Always b) Usually c) Sometimes d) Rarely e) Never
2. I provide background information about the topic and writer before I involve students in reading essay.
a) Always b) Usually c) Sometimes d) Rarely e) Never
3. I pre-teach vocabulary that occur in the essay which the students are going to read.
a) Always b) Usually c) Sometimes d) Rarely e) Never
4. I prefer to encourage students to search the dictionary meaning about the difficult words in the text.
a) Always b) Usually c) Sometimes d) Rarely e) Never
5. I encourage students to predict about the essay based on reading the first paragraph only.
a) Always b) Usually c) Sometimes d) Rarely e) Never
6. I conduct general discussion on the questions about some of the themes which occur in essay.

a) Always b) Usually c) Sometimes d) Rarely e) Never

7. I involve students in silent reading of the text.

a) Always b) Usually c) Sometimes d) Rarely e) Never

8. I involve students in playing with the scrambled text and try to predict the gist of the essay.

a) Always b) Usually c) Sometimes d) Rarely e) Never

9. I encourage students to think critically and creatively about the essay. Students explore about the writer and setting.

a) Always b) Usually c) Sometimes d) Rarely e) Never

10. In my class, students read the essay and do the activities such as matching, true-false, multiple choice, filling blanks and answer-questions.

a) Always b) Usually c) Sometimes d) Rarely e) Never

11. In my class, the students play with the text to generate different types of adjectives to describe the character of essayists.

a) Always b) Usually c) Sometimes d) Rarely e) Never

12. In my class, students provide 'titles' to the whole text or particular paragraphs.

a) Always b) Usually c) Sometimes d) Rarely e) Never

13. I involve my students to write parallel essay which they have studied.

a) Always b) Usually c) Sometimes d) Rarely e) Never

14. I provide students ample opportunities to review and present analytical presentation about the discussed essay.

a) Always b) Usually c) Sometimes d) Rarely e) Never

15. I encourage students to present the gist of essay from critical perspective.

a) Always b) Usually c) Sometimes d) Rarely e) Never

16. I assign the students to write their own essay after studying an essay in class.

a) Always b) Usually c) Sometimes d) Rarely e) Never

17. I raise general questions to debate focusing on any point in the essay.

a) Always b) Usually c) Sometimes d) Rarely e) Never

18. If essay is narrative one written in the first person the students rewrite in third person.

a) Always b) Usually c) Sometimes d) Rarely e) Never

Set B

Dear sir/madam, you are requested to answer the following questions. Please, read the following questions very carefully and answer in your own way.

1. What sort of activities do you use while teaching an essay?

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.....

2. How do you motivate students while teaching essay in your class?

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3. What activities do you conduct in post teaching stage of essay writing?

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4. What do you think is the importance of teaching essay at secondary level?

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5. Do you think teaching an essay develops writing skill of your students? If yes could you please mention briefly?

.....
.....

6. In your view, how can teachers make teaching essay more effective, meaningful and useful?

.....
.....
.....

Thank for your participation and co-operation!!!

Table 1: Teachers' profile

S.N.	Name of school	Qualification	Area of qualification	Total years in teaching
1.	Ajingre Secondary School Bidur 09, Nuwakot	M.Ed.	English Education	2
2.	Bhume Devi Secondary School Shivapuri 01, Nuwakot	B.A.	English	8
3.	Dupcheshwor Secondary School Dupcheshwor 05, nuwakot	M.Ed.	English Education	1
4.	Gramin Devi Secondary School Shivapuri 07, Nuwakot	M.A.	English	5
5.	Janaki Secondary School Shivapuri 03, Nuwakot	B.Ed.	English Education	3
6.	Jangyan Secondary School Shivapuri 08, Nuwakot	M.Ed.	English Education	7
7.	Kalika Secondary School Shivapuri 06, nuwakot	B.A.	English	2
8.	Kumbheswor Secondary School Shivapuri 07, Nuwakot	M.A.	English	13
9.	Kundala Secondary School Panchkanya 05, Nuwakot	M.Ed.	English Education	8
10.	Mahendra Secondary School Shivapuri 03, Nuwakot	B.A.	English	20
11.	Mahendra Secondary School Likhu 03 Nuwakot	M.Ed.	English Education	3
12.	Prithivi Secondary School Bidur 01, Nuwakot	M.Ed.	English Education	17
13.	Ramayanchhap Secondary School Shivapuri 03, Nuwakot	M.Ed.	English Education	8
14.	Ran Bhumeshwori Secondary School Bidur 04, Nuwakot	M.Ed.	English Education	10

15.	Samundra Devi Secondary School Shivapuri 06, Nuwakot	B. Ed.	English Education	14
16.	Sano Kimtang Secondary School Kispang 04, Nuwakot	M.A.	English	6
17.	Sita Secondary School Kispang 05, Nuwakot	M.Ed.	English Education	2
18.	Syaure Bhumi Secondary School Shivapuri 02, Nuwakot	M.Ed.	English Education	7
19.	Trishuli Secondary School Bidur 02, Nuwakot	M.Ed.	English Education	5
20.	Udaya Jalpa Secondary School Panchkanya 05, Nuwakot	M.A.	English	12

As can be observed in table 1, fifteen out of twenty participant teachers had Master's degree in either education or art. Other five had Bachelor's degree either in education or art. Similarly, thirteen of them were specialized in English education and seven others were specialized in art English. As far as experience is concerned, fourteen of the teachers had experience of one to ten years. Similarly, six other teachers had experience of ten to twenty years. This profile shows that the English language teachers who participated in the study were well qualified and experienced.