

**STRATEGIES USED BY NOVICE TEACHERS IN
TEACHING ESSAYS AT HIGHER SECONDARY LEVEL**

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

**Submitted by
Namuna Shrestha**

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

2016

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2016**

**T. U. Reg. No. : 9-2-466-4-2007
Second Year Examination
Roll No. 280706/069**

**Date of Approval of Thesis
Proposal: 10/04/2016
Date of Submission of the thesis: 24/06/2016**

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: 23/06/2016

Namuna Shrestha

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Namuna Shrestha** has prepared this thesis entitled "**Strategies Used by Novice Teachers in Teaching Essays at Higher Secondary Level**" under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

to

My Gurus, Gurumas and Family

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere and profound gratitude to my Guru and thesis supervisor, **Mr. Khem Raj Joshi** for his continuous guidance, supervision and invaluable suggestion. I think without his constructive feedback from the very beginning, it would not have been possible to come up with this thesis in this form. Therefore, I feel myself very lucky to have worked under his guidance.

I cannot forget my Guruma **Dr. Anjana Bhattarai**, Professor and Head who guided me very much for this research work. I always remember her invaluable suggestion and encouragement.

Similarly, I also cannot forget **Mr. Guru Prasad Poudel** who guided me very much from the beginning of this research work. I always remember his invaluable and constructive suggestions too.

I would like to acknowledge **Dr. Ram Ekwel Singh**, Reader, Department of English Education, for his kind suggestions, comments and guidance for improvement of my thesis.

I am also grateful to **Prof. Dr. Jai Raj Awasthi, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Chandreshwar Mishra, Prof. Dr. Tirtha Raj Khaniya, Prof. Dr. Laxmi Bahadur Maharjan**, for their academic support to carry out this research. I have due regard to **Prof. Dr. Tara Datta Bhatta, Prof. Dr. Bal Mukunda Bhandari, Mr. Raj Narayan Yadav, Mrs. Madhu Neupanne, Mr. Bhesh Raj Pokharel, Mr. Ashok Sapkota and Mr. Laxmi Prasad Ojha** for their invaluable suggestions, encouragement, assistance and co-operation during this study.

Similarly, I would also like to express my thanks to administrative staff of the Department of English Education **Mrs. Madhavi Khanal and Mrs. Nabina Shrestha** for their continuous help.

I am also thankful to all the subject teachers for their cooperation in observing the class. Without their assistance, the work would not be completed.

Likewise, my special thanks goes to my husband **Kishor Shrestha**, brother **Protshan Shrestha** for their love, blessings, financial support and encouragement for this work. I am also indebted to my friend **Mr. Him Thapa** for his support to this research work. I also want to thank my all friends who helped me directly and indirectly for this study.

Namuna Shrestha

2016

ABSTRACT

The present research study entitled "Strategies used by Novice Teachers in Teaching Essays at Higher Secondary Level" aimed to find out classroom strategies used by higher secondary level novice teachers in teaching essays. To meet the objectives of this research study, I selected 10 higher secondary level novice English teachers and 30 students from 10 higher secondary level schools of Udayapur district by using purposive non-random sampling. From each school, one teacher and three students were selected. I observed three classes of each novice teacher. Teacher's practices and strategies used in the classroom to teach essays were observed, critically analyzed and interpreted using simple statistical tools like tabulation and description. Similarly, students' views towards their novice teachers' classroom strategies were collected through survey questionnaire. Classroom observation checklist and questionnaire were used to collect the data for this study. The findings of this study showed that novice teachers employed different activities diversely. It was found that there were not any fixed strategies in teaching essays. The strategies were different from one teacher to another. The most of the novice teachers were found satisfactory in teaching activities. The novice teachers' use of pictures, magazine cut outs, documentary, native speakers' recorded voices and focus on communicative approach, motivation, role play, mentoring to teach essays.

This thesis organized into five chapters. The first chapter deals with the background of the topic, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual frame work. Similarly, the third chapter includes all the areas of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes conclusions and recommendations and pedagogical implications of this study.

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LIST OF ACRONYMS AND ABBREVIATIONS

CUP	-	Cambridge University Press
LAD	-	Language Acquisition Device
e. g.	-	Example
et. al	-	And other people (Latin, et alia)
etc	-	Etcetera
ELT	-	English Language Teaching
HSS	-	Higher Secondary School
i. e.	-	That is
ibid	-	In the same
M. Ed.	-	Masters of Education
NQTS	-	Newly qualified teachers
No.	-	Number
OUP	-	Oxford University Press
P.	-	Page Number
Prof.	-	Professor
Regd. No.	-	Registration Number
T. U.	-	Tribhuvan University
Viz	-	Namely
%	-	Percentage

CHAPTER ONE

INTRODUCTION

This study is on “**The Strategies Used by Novice English Teachers in Teaching Essays at Higher Secondary Level**”. This chapter consists of background of the study, statements of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational delimitations of the Key terms.

1.1 Background

Literature is a valuable authentic material to teach language. In the wide spectrum of present academia, traditionally accepted and practiced rigid demarcation between literature and language is on the wane. It is a kind of art usually written for pleasure. It is the expression of human feelings, thoughts, emotions, etc. in an artistic way using figure of speech and prosodic features of language. Literature is the spontaneous overflow of heart. It is considered as the mirror of society since it reflects all the happenings in the society.

Literature, in this sense, is a powerful medium to express human emotions, sadness, happiness, pleasure, pain, love, hate, fear, disgust, etc.

According to Lazar (1993), "Literature means ... to meet a lot of people, to know other different points of view, ideas, thoughts, minds... to know ourselves better" (p.1).

According to Paley (1974), "Literature, fictions, poetry, whatever makes justice in the world. That is why it is almost always on the side of the underdog" (as cited in Lazar, 1993, p.2).

Literature includes various genres like poetry, story, drama, essay and novel. As essays are important genre of literature they provide bountiful extremely varied body of written materials .It has taught from lower level to advanced level. But the purpose of teaching is different. In lower level, it is just for

general purpose i.e. for giving enjoyment, developing writing skills, reading habit, to enrich vocabulary power, to make them familiar with creative world so on. However at advanced level essays are taught for critical appreciation where the author tries to persuade, appeal, argument, etc. Moreover essays are explained in terms of political, cultural and literary background. In grades 5, 6, 7, 8, there are not long essays for specific purpose but very general essays along with description are included. In secondary and lower secondary essays are taught especially for writing purpose. But in higher secondary level essays are taught for persuade the reader, appeal the reader, agree the reader etc.

Teaching as a profession is very challenging as well as risky job. It is a daunting endeavour for both expert and novice (newly appointed) teachers. In teaching and learning activities, there are two kinds of teachers. They are: novice and experienced teachers. Novice teachers are those teachers who are newly appointed in teaching profession whereas experienced teachers are those teachers who have two or more than two years of experience in teaching field.

There are number of ways through which essays can be presented. Some teachers are still adopting traditional strategies and some teachers are trying to follow communicative way as a learner centered approach but they are not much successful to handle the problems in the classroom. So the very divergence situation can be found in teachers in terms of the use of strategies. In the case of novice teacher, the name itself is challenging one for him/her. This is due to the different factors such as lack of training and skills, problem with physical environment, overcrowded classroom, and motive of the teacher so on.

Moreover, there is not any clear cut formula to teach essays as such but generally essays can be presented through following three stages:

- 1) Pre-reading stage
- 2) While-reading stage
- 3) Post-reading stage

Though, theoretically the strategies of teaching essays are divided into the three stages, the existing situation of teaching essays may not reflect the same. In this scenario, the present study seeks to analyze the strategies used by the novice teachers in teaching essays at higher secondary level English classroom.

1.2 Statement of the Problem

Teaching strategies are the specific actions that one takes or techniques one uses in order to teach. In fact, strategies are method and techniques that a teacher uses while-teaching a particular subject matter and to achieve the desired goal of the curriculum. Wright (1979, p.68) says, “ Strategies are goal directed and consciously controllable process that facilitate performance”. We can say that teaching strategy is a complex amalgam of belief, attitudes, techniques, motivation, personality and control they would employ and encourage students to work in pairs and group. Supporting this view, we can also declare that the objective of teaching is to help learners to learn it. Teaching, therefore, needs to be geared to facilitating learning on the part of the learners' as well as the teachers. Thus the main motto of using teaching strategy is to facilitate learners towards target language and prepare them for better learning.

In theory, we have studied many learner centered teaching methods, i.e. strategies and techniques. But in real classroom practices, their implementation is not recorded much.

In case of teaching Essays it is said that, most of the teachers use the traditional teacher centered techniques. They might not have started to teach according to the learners' interests and their ability of learning. Thus, it is necessary to study what kinds of strategies are used in teaching essays in the classroom.

Therefore, this study entitled "Strategies Used by Novice English Teacher in Teaching Essays at Higher Secondary Level" makes an attempt to find out the strategies used by Novice English teachers in teaching Essays.

1.3 Objectives of the Study

The objectives of the study were the following:

- a. To find out the classroom strategies used by novice teachers in teaching essays.
- b. To explore students' views towards novice teachers' classroom strategies.
- c. To suggest some pedagogical implications.

1.4 Research Questions

This study was oriented to find out the answers of the following research questions:

- a. What sorts of teaching strategies are used by novice teachers in teaching essays?
- b. Do the teachers use pre-reading, while-reading and post-reading activities in the classroom?
- c. What types of problems do they face while teaching essays?
- d. What are the views of students towards their novice teachers' teaching strategies?

1.5 Significance of the Study

New findings, ideas, ways are beneficial for the respective fields. As this study found out teaching strategies of novice teachers in teaching essays, first novice or experienced teachers can be benefited. They can adapt their teaching methods. Moreover they can change their maxim of teaching based on the findings of the study. Similarly, this study can be very significant for the students who want to know about different learning strategies. In the same way, this study can also be equally important for the researchers who want to carry out further research work related to strategies of teaching. In sum, this study can be beneficial for those who are directly, or indirectly involved in teaching

and learning activities, like teachers, students, institutions, subject experts, policy maker and curriculum designers.

1.6 Delimitation of the Study

The scope of the study was delimited to the following points:

- a. This study was limited to the English language teachers of higher secondary level of Udayapur district.
- b. This study was limited to identify the teaching strategies of novice teachers' in teaching essays only.
- c. This study was limited to ten higher secondary level schools only.
- d. Similarly, the sample population was limited to ten higher secondary level teachers and thirty students only.
- e. The findings were only derived from observation checklist and questionnaire as research tools.

1.7 Operational Definitions of TheKey Terms

- Strategy** : Strategy is a plan that is intended to achieve a particular purpose.
- Technique** : Technique is a particular way of doing something.
- Experienced Teachers** : They are the teachers who have three or more than three years of experience in teaching field.
- Novice Teachers** : They are the teachers who are newly appointed in the teaching field having less than three years teaching experience.
- Essay** : An essay is a piece of composition on a particular theme or topic.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this chapter.

2.1 Review of Related Theoretical Literature

Language is a means of communication. Human beings, animals as well as birds can communicate with each other within their group by using sounds or signs. Human beings are different from and superior to animals and birds because of language. Through the medium of language, our ideas, feelings and thoughts are revealed. It is specially a human possession.

Chomsky (1965, p.15) states:

The existence of innate properties of language to explain the child's mastery of his native language in such a short period of time despite the highly abstract nature of rules of language. It is possible with the help of the Language Acquisition Device (LAD) which is in human mind.

Similarly, Lennaberg (1967, p.21) says, "Language is species specific behavior and certain mode of perception categorizing abilities and other language related mechanisms are biologically determined".

Language is generally considered to be the standard variety of linguistic code because it differs from other varieties of linguistic code, such as dialect, register and idiolect. For Jespersen (1992, p.4), "Language is not an end itself it is a way of connecting souls a means of communication".

Crystal (2003, p.212) also defines language as “the systematic conventional use of sound, signs or written symbols in the human society for communication and self-expression.” This is a broad definition, which includes different forms of language like written language and sign language including the proper language speech. Following Wardhaugh (1998, p.1), “A language is what the members of a particular society speaks.” Thus language has been defined variously by various linguists. No single definition is perfect in itself because none of the definition covers all aspects of language. But it is widely accepted that language is a complex phenomenon due to its abstract nature.

Since English being one of the most influential and dominant international languages, it spreads all over the world. English is a world language, so teaching of English takes place all around the world. The world has entertained the taste of speaking English for many decades. English is taught and learnt in many contexts and conditions of the world. The school and university programmers’ have included English as a subject for the academic sessions of the schools and universities. So, the significance of the English in the present day world is being increased and Nepal cannot be an exception to it. It has become an inevitable asset through which the whole world can be viewed. As a result, English deserves a very important rank in our education system and is taught as a compulsory subject from primary level to higher level of education.

2.1.1 Novice Teacher: An Introduction

Novice teacher signifies to those teachers who are new to the field of teaching. A novice teacher is newly appointed teacher who is less familiar with subject matter, teaching strategies, and teaching context. They may not know the expected classroom problems and solutions.

According to Burns and Richards (2011, p.182), "Novice teachers, sometimes called newly qualified teachers (NQTs), are usually defined as teachers who have completed their teacher education program(including the practicum) and have just commenced teaching in an educational institution”.

The term novice teacher is commonly used in literature to describe teachers with little or no teaching experience. "They are either student-teachers or teachers in their first year of teaching" (Tsui, 2003, p.4). Those teachers who have just started their profession as teaching find themselves unclear or even confused about the classroom dynamics and students' differences. New teachers tend to have a fairly heavy teaching load and tend to get the more basic and less problematic courses. However, it is also generally the case that the pre service course they take is of a fairly general nature; somewhat theoretical and not directly related to their teaching assignment, and thus much of what they need to know has to be learned on the job. In this connection, Burns and Richards (2011, p. 184) says:

In the first years of teaching their experiences are also mediated by three major types of influences: their previous schooling experiences, the nature of the teacher-education program from which they have graduated, and their socialization experiences into the educational culture generally and the intuitional culture more specifically.

Every professional has to start his/her career somewhere in life. These professionals learn from their early mistakes and make an attempt to correct them in hopes of becoming a more successful professional. Novice teachers have to go through the trial and errors to become expert teachers.

2.1.2 Differences Between Novice and Expert Teachers

Novice teachers are different from experienced teachers in terms of experience, teaching methods and strategies. In other words, experienced teachers have greater understanding about teaching context, instructional techniques and language learning strategies. In this regard;

Tsui (2003, p. 26) states:

Although the nature of expertise in language teaching is an underexplored research field, however, some of the differences between novice and experienced language teachers seem to lie in the different ways in which they relate to their contexts of work and hence their conceptions and understanding of teaching, which is developed in these contexts (p. 7)

Regarding differences between novice and expert teachers Tsui, (2003, p. 14) says, "Identifying novice teacher is relatively straightforward. The term novice teacher is commonly used in the literature to describe teacher with little or no teaching experiences. They are either student teachers or teachers in their first years of teaching".

Occasionally, the term novice is used for people who are in business and industries, but have an interest in teaching. These people have the knowledge of subject matter but no teaching experience at all and no formal pedagogical training.

Teaching is a wonderfully complex endeavour and one of the most rewarding professions. Teaching is rewarding because teachers have the opportunity to make positive contribution to the lives of children and most of those contributions will live long even after the teacher has left the profession. Teaching profession is complex because it is to promote learning relatively in a large group of students with different individual characteristics, needs, and backgrounds. Involving all students in the lesson, creating a safe learning environment, encouraging shy students, and managing the class are just among some of the responsibilities that a teacher has to bear.

In conclusion, we can say that expert teachers can teach the students better than novice teachers. In the words of Berliner (1987, as cited in Richards and Farrell, 2010, p. 8), “Experienced teachers approach their work differently from novices because they know what typical classroom activities and expected problems and solutions are like”.

The most dramatic differences between the novice and expert are that the expert has pedagogical content knowledge that enables him to see the larger picture in several ways; he has the flexibility to select a teaching method that does justice to the topic. “The novice, however, is getting a good start in constructing pedagogical content knowledge. Starting small and progressing to seeing more and larger possibilities in the curriculum both in terms of unit of organization and pedagogical flexibility” (Gudmundsottir & Shulman, 1989, as cited in Tsui, 2003, p. 56). Expert teachers thus exhibit differences in the way they perceive and understand what they do.

2.1.3 Language and Literature

Language and literature are always interrelated to each other. Literature offers an authentic source for language. The authenticity of language use demands the creative aspect of language, for which it may be expected to be able to create and interpret literature. Literature means a discourse in which the creativity and complexity of language are designed with a wide range of styles. This statement anticipates that the literary language is born with certain linguistic features such as metaphor, simile, repetition of words, unusual syntactic patterns and so on.

Language does not limit itself within the boundary of communicative function. It goes ahead where the intricacies of language in the form of literature demand the reader to prepare themselves to be well equipped with different tools in order to analyze the pieces.

Similarly, for Silverman (1919):

Literature begins in the creative possibilities of human language and in the desire of human beings to use their language creatively. Though its origin lies in the joy of creation, literature can be intensely serious. It can use its formal beauty as the way of enabling us to contemplate the most painful and terrible aspects of existence, or as a way of celebrating those things we value most highly in life. In the end, literature enriches our lives because it increases our capacities for understanding and communication. It helps us to find meaning in our world and to express it and share it with others. And this is the most humane activity of our existence.

Literature is an art of writing and a medium to express thoughts, feeling and emotions reflecting the society. It is the true manifestation of human language.

2.1.4 Importance of Literature in Language Teaching

The importance of literature in language teaching is great. Language teaching without literature is incomplete and handicapped. Lazar (1993, p.14) has put forward some reasons for using literature with the language learners.

- i. Literature is motivating.
- ii. It has general education value.
- iii. It is authentic material.
- iv. It helps students to understand another culture.
- v. It is stimulus for language acquisition.
- vi. It develops students' language awareness.
- vii. It encourages students' to talk about their opinion and feelings.

So, there is a wider educational value of literature in teaching. Study of literature helps students in the understanding of the English language, and of structure, vocabulary and syntax. There is no other way of acquiring the sophisticated command of language except through studying of its literature.

The importance of literature in language teaching can be summarized in following points according to Collie and Slater (1987, p.3).

2.1.4.1 Valuable Authentic Materials

Literature offers a bountiful and extremely varied body of written materials. Literature is authentic material because the text related to literature includes the authentic sources from the particular society, culture and environment. In reading literature, students have to cope with language intended for native speakers and thus they gain additional familiarity with different linguistic uses.

2.1.4.2 Cultural Enrichment

Students acquire and grasp new and strange information about the culture they are not familiar with by studying literature. It is true of course that the 'world' of a novel, play, or short story is a created one, yet it offers a full and vivid context in which characters from many social backgrounds can be depicted. Reading literature in English does encourage students to become broadly aware of the social, political and historical events which are from the background to a particular play or novel. At the same time, literature does seem to provide a way of contextualizing how a member of a particular society might behave or react in a specific situation.

2.1.4.3 Language Enrichment

Literature provides a rich context in which individual lexical or syntactical items are made more memorable. Literary language is somehow different from other forms of discourse in that it breaks the more usual syntax, collocation and even cohesion. Reading a substantial and contextualized body of texts, students

gain familiarity with many features of the written language the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas-which broaden and enrich their own writing skills. Through literature students can become more sensitive to some of the overall features of English.

2.1.4.4 Personal Involvement

Literature can be helpful in the language learning process because of the personal involvement it fosters in readers. It gives awareness and insight to students by encouraging them to read the texts written by different writers. Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system.

Thus, Literature is a discipline that helps creative writers bring out their inner feelings, emotions, experiences, ideas and opinions in an artistic and aesthetic way that pleases and instructs the reader at once. So literature has provided an essential element in language teaching classroom. Thus, importance of literature in language teaching is paramount.

2.1.5 Genre of Literature

Literature is a full-fledged discipline of language. Literature is complete in itself with its many genres. It includes various genres viz. poetry, story, drama, essay, novel, etc. They are described as follows:

2.1.5.1 Poetry

Poetry is one of the forms of literature. It is a piece of creative writing which is generally composed in verse. The language of poetry is different from prose. It follows the prosodic features of language. There are different forms of poetry, such as epic, ballad, lyric, odd, elegy, sonnet, pastoral, etc.

2.1.5.2 Short Stories

The short stories belong to fiction. They are short and simple enough by nature. They are the account of invented or imagined events set in a chronological order. The short stories are those that can be categorized under myths, legends, fables, parables, folktales, and fairy tales and so on.

2.1.5.3 Drama

Drama is a piece of creative writing, which is composed to be performed on the stage. Especially, drama is not written for reading purpose but to be performed on the stage and, to give entertainment to the spectators. There are different elements of drama such as plot, character, dialogue, setting, conflict, and theme. Drama can be categorized under tragedy, comedy, tragic-comedy, farce and one-act play.

2.1.5.4 Essay

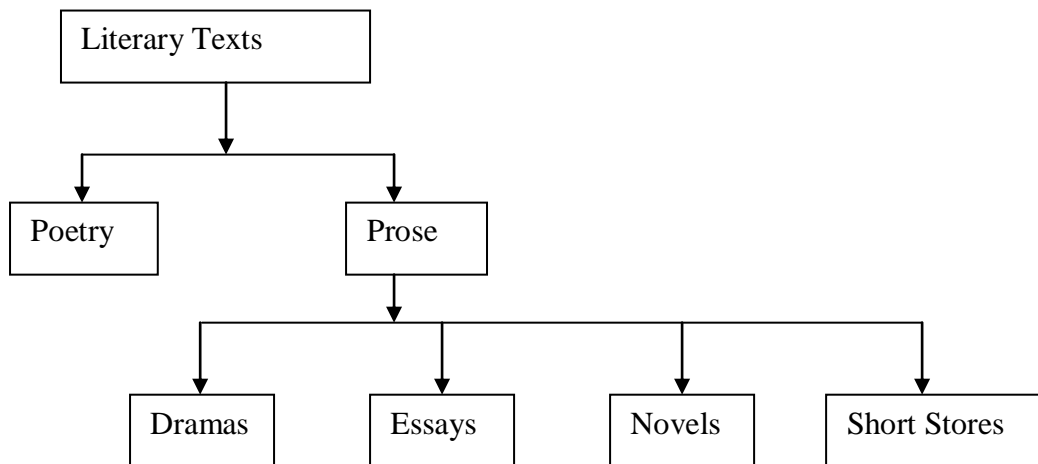
Essay is a piece of writing, usually moderate and in prose form on any one subject. The main aim of writing essay is persuasion. Essay is not fictional but it expresses the authors' ideas and views directly to the readers. Essays can be written using different modes of expression viz. description, narration, argument and dramatization for varieties of purposes: to express an opinion, to inform, to persuade, to interact and so on.

2.1.5.5 Novel

A novel is a lengthy fictional narrative in prose dealing with plot, characters setting, style and theme. A novel is different from the short stories in its length. A novel is lengthy enough with more characters, enough details of theme and well elaborated setting. Novel may be fictional and non-fictional. The fiction is a work of prose narrative invented by the writers with characters and events that are imaginary. Non-fiction simply refers to writing about factual subjects.

It is a work of prose narrative that deals with fact instead of inventing the imaginary characters and events.

Literature vividly displays its two forms: Poetry and Prose. These two forms are different in structure and subject matter. Being based on different authors, they can be classified as follows:



2.1.6 Essays

The word 'essay' was used for the first time by the French writer Montaigne. He used the word to mean an attempt. In English literature, formal essays were for the first time written by Francis Bacon. He is said to be the father of English essay. His essays are full of aphorisms (wise remarks), quotations and illustrations.

An essay is a long piece of composition on a particular theme or topic. In its broadest sense, the essay is a written composition into any subject with a moderate length. Essay in its purest form uses words to express ideas, which are addressed by the writer to readers. Essays are intended to persuade the readers. However, essays have been written for all the purposes for which anyone writes – to express an opinion, to inform, to persuade, to entertain. Essays may be formal and informal, objective, subjective, narrative, dramatic, meditative, factual, expository, argumentative and so on.

Narayanswami (2000) says:

The essay is a long piece of composition on a theme or subject. It is self-contained, that is, it has a beginning, middle, and an end. The beginning usually introduces the subject in general forms. The middle of the 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 (p. 92).

Essay: "A short composition in prose that undertakes to discuss a matter, express a point of view, or persuade us to accept a thesis on any subject" (Abrams, M. H. 1953).

Essay in its purest form uses words to establish ideas addressed directly by the essayist to the reader. On this basis we can see that its essential quality is persuasion.

2.1.6.1 Types of Essays

Essays can be classified on the basis of different criteria but the following classification is quite usual. Narayanswami (2000) has given the following types of essays (As cited in Shah 2005, p.113).

I. Descriptive Essays

Descriptive essays are the accurate description of some places and things such as countries, islands, mountains, seas, rivers, aspects and phenomena of nature, towns, buildings and so on. So these types of essays can be said to be the accurate account of 'something' which conveys the factual pieces of information to the readers.

II. Narrative Essays

A narrative essay consists mainly of the narration of some events, or series of events. Narrative essays are average, accurate accounts of the past events. The events can be historical or legendary occurrences, stories either true or imaginary, a journey or voyage, programmed, accidents and biographies of the well-known personalities.

III. Expository /Argumentative Essays

The aim of argumentative essays is to convince the readers that the position of the readers that the position of the writer has taken on a subject or saying is right. The writer has to try to give his own reflections and thoughts about the proposition concerned. Views both for and against the proposition must be considered. An expository essay consists of an exposition or explanation of subject; e.g. Institutions for and against the proposition must be considered. Expository essays are the account of thoughts of the essayist on a proposition or saying.

IV. Reflective Essays

A reflection is a thought on some subject on idea arising in the mind. So, reflective essay is the reflections of the writer's experiences on a variety of topics. Normally the topic of the reflective essays can be abstract in nature. For example: habits or qualities, social, political, and theological topics. In fact, such compositions express the writer's original thoughts on some topics.

V. Imaginative Essays

Essays on subjects such as the feeling and experiences of the sailor wrecked on a desert island may be called imaginative essays. In such, 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 king" or "the auto biography of the house" would call for imaginative essays.

2.1.6.2 Parts of an Essay

A good essay has well-defined parts of its own. They are introduction or the beginning, body or the middle part and conclusion or the ending. Each of these parts plays a vital role to make an essay complete and well-written. In other words, there must be unity, coherence and clear systematicity in the whole writing. These parts are mentioned as follows:

I. Introduction or Begging

Introduction is the first part of an essay. It simply introduces the subject matter by giving general introduction of the topic. It may consist of a definition or a proverb, or a very short paragraph or question or general statement, or leading up to the subject and so on. The main purpose of the introduction is to draw the attention of the readers. It provides key notes to the readers. It is said that the introduction should be clear, simple, complete and impressive to give the exact account of the subject.

II. Body or the Middle

This is the second and the most important and the largest part of the composition or essay. It provides supporting ideas and details to explain and develop the main idea. Illustration, description or the supporting details of the central idea should be given after the introduction. It contains appropriate facts, anecdotes, figures, examples, logics and so on what are needed to certify the subject matter. This is also called the discussion part. It is also called the discussion part. It is here the writer convinces the reader of his point of view. In this part, coherence has to be well maintained because the description should follow the particular order to the requirement. This part of composition is complete within itself, too because everything is clearly mentioned here.

III. Conclusion or the Ending

As the introduction should arouse interest, the conclusion should satisfy it. Ending gives final touches and leads the reader to a definite conclusion. As effective and satisfying and to an essay or a composition is as important as an arresting beginning. So that, the ending should be satisfied by the conclusion. The ending may contain the writer's own opinion as the summary of the whole writing, too. A good conclusion may consist of: (a) a summing up of the arguments and logics of the composition or essay, (b) final conclusion drawn from the subject matter, (c) a suitable quotation, and (d) ending with the main point.

2.1.6.3 Characteristics of Good Essays

A good essay should be divided into a number of paragraphs and should be followed the characteristics of a good paragraph. The qualities of a good essay, as mentioned by Narayanswami (2000) are described in next page:

I. Unity

An essay must have unity, developing one theme with a definite purpose. In another way, an essay must have an aim, i.e. it must have a single central idea to impart to the readers. The subject must be clearly defined in the mind and kept in view throughout. There should be only apt description, examples, and illustrations and so on. All the supporting details should directly be related to the central idea.

II. Balance

Everything mention in the essay should be balanced. All the details should be directly related to central idea. Balance refers to the balance among the parts of the essay. The introduction, the body and the conclusion should deal with the same controlling idea. The introduction should be shorter than the body.

Similarly, the conclusion also should be shorter but impressive. The theme of the essay should have a balanced thought leading to the conclusion.

III. 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. We have to determine which orders should be followed depending upon the requirement. Thus, ideas are arranged in a definite pattern. So, the important ones stand out prominently. And the relation between the ideas is clearly seen.

IV. 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. Each part should contribute to the total effort.

V. Style

The usual style of writing an essay is formal if we are writing descriptive or argumentative essays. Complete sentences are used and vocabulary is rich making use of words which sounds are high. Argumentative and reflective essays seem more literary than descriptive and narrative ones.

VI. Clarity

The language style of the essay should be clear. It is said that ambiguity should not be introduced in the sense of high soundness.

VII. Grammatical correctness

All the words and sentences used in the essays should be formal and standard or normative. Colloquialisms and slang should not be introduced. On the other hand, in the sense of literary expression, grammaticality should not be broken.

VIII. Cohesion

Grammatical and lexical connectedness should be well introduced in the language of the essay. Cohesion refers to unity. Appropriate cohesive devices keep the parts and thoughts of the text together. Any kinds of texts must have a certain structure which depends on factors quite different from those required in the structure of a single sentence. The lexical connectedness between or among the lexical items and grammatical connectedness between/ among the grammatical kind can be termed as cohesion.

IX. 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 opinion of the writer. An essay is a written composition giving expressions to one's personal ideas or opinion on subject; and this personal touch should not be lost.

X. Climax

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

2.1.7 The Essays Included at Higher Secondary Level (XII) Compulsory English Course

At higher secondary level (XII) compulsory English course i.e. "The Heritage of Words" consists of nine essays. They are introduced briefly in next page:

i) Two Long-Term Problems: Too Many People, Too Few Trees

This essay is written by MotiNissani. It is about two problems, which are going to make worse and more miserable in the future. It is possible that they will destroy all life on our planet. These problems are that there are too many people in the world and our forests are being destroyed rapidly. The problems are linked each other because when there are too many people, it is sure that forests are cut down more quickly to fulfill the demand of the population growth, it will cause environment pollution and people will be badly affected. It is an example of reflective essay.

ii) Hurried Trip to Avoid a Bad Star

This essay is written by LillaM.Bishop and Barry C Bishop. They are two Americans geographers. They had an aim to study the life of the people in Karnali. They visited the Karnali region of Nepal and lived there for fifteen months. They wanted to find out the way of life in that area. At the end of their exploration in Western Nepal, they made a journey from Jumla to Nepalgunj. This essay has been presented as a description of their journey. It also describes the life of the hilly people who walk to Nepalgunj to buy and sell things for their living. It is an example of narrative essay.

iii) I Have A Dream

This essay is written by Martin Luther King, Jr. I Have a Dream is the popular name given to the historic public speech by Martin Luther King Jr., when he spoke of his desire for a future where blacks and whites among others would co-exist harmoniously as equals. King's delivery of the speech on August 28, 1963, from the steps of the Lincoln Memorial during the March on Washington for jobs and freedom, was a defining moment of the American Civil Rights Movement. Delivered to over two hundred and fifty thousand civil rights supporters, the speech is often considered to be one of the greatest and most notable speeches in history and was ranked the top American speech of the

20th century by a 1999 poll of scholars of public address. He says that he has a dream that people will decide whether their children are good or bad because of their actions and not because they are black. It is an example of reflective essay.

iv) Women's Business

This essay is written by Ilene Kantrov. In this essay she paints a portrait of Lydia E. Pinkham, then goes on to tell about other business women who followed Lydia's footsteps. In their pursuit of success, these female entrepreneurs were not always, it seems, ladies first. These female entrepreneurs in the USA tried to help women as well as making money by selling things to them. These women made themselves rich by selling things which are useful for various purposes. It is an example of argumentative essay.

v) The Children Who Wait

This essay is written by Marsha Traugot. This essay describes what is happening to children in the United States who do not have parents. It also suggests reasons for a new trend in adoption. The children who do not have parents need to be adopted by other families. It is an example of argumentative essay.

vi) A Child is Born

This essay is written by Germaine Greer. This essay presents a comparison between the parent-child relationships in the prosperous west and the traditional, agricultural societies with that of children in western, industrialized countries. The theme of this essay is that in traditional societies there are many good, ways of helping women of the time when they give birth. The modern methods of helping pregnant women are not necessarily better than traditional methods. This is an example of reflective essay.

vii) Gretel

This essay "Gretel" written by Garrison Keillor, is a contemporary adaptation of the story "Hansel and Gretel". This adaptation takes the form of a statement made by Gretel's version is put into a modern setting. This essay tries to highlight the feminine status and persuade the readers about petty condition of women. This is an example of expository essay.

viii) Hansel and Gretel

This essay is written by Jack Zipes. This is an adaptation of the story Hansel and Gretel. It is about the struggle between the poor and rich. According to this essay, at the end of the 18 century, there were wars that caused famine and poverty. As a result, the feudal system became weak. This essay is an example of reflective essay.

ix) Hansel and Gretel

This text, written by Bruno, is essay about the hidden meanings of the story "Hansel and Gretel". It gives us different messages. One message is that poverty makes people selfish. According to Bruno Bettelheim, the story is really about the things that go of in children's mind. This is an example of reflective essay.

2.1.8 Teaching Strategies

In general the term 'strategy' refers to a plan for achieving a major goal. In other words, strategies are those specific tasks that we perform for a given problem. Oxford Advanced Learner's Dictionary (2010, p. 1528) defines strategy as "The process of planning something or putting a plan into operation in a skillful way". It means strategy is a plan before doing any action to conduct the particular action properly.

The strategies are the tools for active self-directed improvement needed for developing L₂ communicative ability. Teaching strategy is a pattern of the

teaching acts that serves to attain certain outcomes and to guard against others. Strategy is an art which enables the teacher to create new thoughts, feelings, and ideas and transmit them to their learners so it is completely creative activities. It promotes creative skill, subject specific skills and ability to explore ideas and use the imagination.

Morton (1988) talks about four overall teaching strategies:

- a) The receptive strategy: This strategy relies primarily on listening.
- b) The communicative strategy: In this strategy, students learn by attempting to communicate.
- c) The reconstructive strategy: It is a teaching strategy in which the students participate in reconstructive activities based on a text.
- d) The elective strategy: It is a teaching strategy which combines two or more of the others.

2.1.9 Strategies of Teaching Essays

There are various ways through which essays can be presented. Different scholars have given various strategies of teaching essays. Different text requires different strategies any adequate teaching literary text goes beyond language teaching techniques.

Lazar (1993) talks about the following tasks and activities for teaching essays which are commonly used in presenting the essays:

2.1.9.1 Pre-teaching Activities

It is the stimulating stage of teaching essay in the class. The teacher makes the 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 comprehension about the author's life or historical and cultural background to the essay
- ii. The teacher selects key words from the text and treats them with their meaning and uses in the essay.
- iii. Students react about the background of the text or reaction to the topic.
- iv. Prediction about the essay based on reading the first paragraph only. For example, what do you think might happen next?
- v. Students involve in discussion about the development of events in essay.
- vi. General discussion questions about some of the themes which occur in essay.
- vii. Student matches important words in the essay with their dictionary definitions.

2.1.9.2 While-teaching Activities

At this stage, the teacher presents the task to be performed. The students read the essay silently and answer the questions 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. For example, how do you think G.B. Shaw feels about the party system?
- v. Students do closer textual analysis of a section of a text.
- vi. Students concentrate on graphology (italicized, bold, etc), vocabulary (meaning and use), phonology (sound patterns,

assonance) and syntax (repetition, emphatic expression) of the essay.

- vii. Students make contrasts in characters and their role in the essay.
- viii. Students see how the cohesion of the text has been achieved through different cohesive devices.

2.1.9.3 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 which they then discuss.
- 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 writings about the author of the essay or his or her works in general.
- vii. Critical discussion or debate about the worldview or values which seem to be depicted in the text.

2.2 Review of the Related Empirical Literature

The research should draw knowledge from the previous studies since they provide foundation to the present study. No research has been carried out on the strategies used by Novice English teachers in teaching essays at higher secondary level. That is why the researcher is interested to carry out research on the strategies used by Novice English teachers in teaching essays at higher

secondary level. However an attempt is made to review the literature related to the research topic in this section.

Lamsal (2006) carried out a research on "A Study on the Strategies Used in Teaching Short Story at Secondary Level" aiming to find out the strategies, problems and relevancy of teaching story at secondary level. He used observation checklist, questionnaire and interview as research tools. His sample size was 14 teachers and 60 students. He used simple random sampling procedure. He found out that there was not any fixed strategy adopted by the teachers in teaching story at that level. The strategies were different from teacher to teacher. Teachers were not adopting communicative approach. So, the classroom teaching was fully teacher centered. He also found out that the preliminary and follow up activities were too weak. Regarding the relevancy, he found that it was very much important to teach story at secondary level as it could contribute a lot to develop language skills, cultural enrichment and creativity of the students

Ghimire (2008) carried out a research on "Strategies Used in Teaching Short Story at Higher Secondary Level" aiming to find out the strategies and to identify the problems faced by the students while studying the story. She used nonrandom judgmental sampling procedure and her sample size was ten teachers and forty students from ten none randomly selected higher secondary schools. She used observation checklist and questionnaire as the research tools. Her main findings were almost all teachers motivated their students before teaching the story. But the degree and way of their motivation was varying. Twenty percent teachers motivated their students excellently whereas, 60% did so in a good way and 20% teachers were found in average condition in motivating the students. Regarding the plot, it was found that 60% teachers helped their students to understand the plot excellently with much more examples and 30% teachers helped them to understand the plot in a good way by dividing them into many groups and letting them discuss for getting the

answer of given questions whereas, 10% teachers were found in poor condition in doing so.

Furthermore, Rokaya (2008) carried out a research on “Teaching strategies used in the ELT classroom”. The main objective of his research was to find out the teaching strategies used by the higher secondary level English teachers in ELT classroom. Fourteen higher secondary level English teachers of Kathmandu valley were selected through non-random sampling procedure. He used observation checklist as a tool for data collection. His finding was that in the use of direct instruction both private and public schools were similar in teachers’ delivery, motivation to students, teachers’ role and clarification to the point in their rating. But students’ participation was better in private schools than in public ones.

Similarly, Rijal (2009) carried out a research entitled “Grade eight students ability in essay writing”. The main objective of the study was to find out the proficiency level of the students in essay writing she used a test item containing questions in descriptive essay writing. She selected 8 schools from Kirtipur Municipality by using purposive (judgmental) sampling procedure. She selected 80 students out of them 40 are girls and 40 are boys. The study shows that the writing proficiency of grade eight students was satisfactory. Most of the student’s achievement was above average. It was also found that students of private schools were better than that of the government schools and the girls were better than the boys in performance.

Acharya (2010) carried out a research on “Activities used in teaching essays” aiming to find out the actives used in teaching essays. He used observation checklist and questionnaire as research tools. His samples were 80 teachers of higher secondary from the 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 fund that

pre, while, post-teaching activities are also weak. His findings was English teachers should adopt the techniques, methods and approaches depending upon theory of the present day world.

Similarly, Sapkota (2011) carried out a research on “Strategies adopted by higher secondary English teachers in teaching language items”. The main purpose of his research was to find out the strategies adopted by higher secondary English teachers in teaching language items as stated in “Meaning into words”. Fifteen higher secondary level English teachers of Sindupalchwok district were selected through purposive non-random sampling procedure. He used both observation checklist and questionnaire as tools of data collection from the research; it was found that the high majority of teachers (i.e. 80%) introduced language items as stated in ‘Meaning into Words’ effectively and in a better way. However, students’ motivation to the subject matter was not properly managed and relating lesson to the previous one was not done effectively as they could.

Similarly, Khadka (2015) carried out a research on “Classroom Activities of Novice teachers in teaching listening skill”. Her main objective was to find out the classroom activities of novice teachers in teaching listening skill. She selected 10 novice teachers and 50 students of secondary level schools from Kavare district. She used purposive (judgmental) non-random sampling procedure in order to select the required number of population. She used observation checklist and questionnaire as research tools. She found out that practices of teaching listening by novice teachers in secondary schools were satisfactory. Although novice teachers were new in the teaching field, they were found always trying to satisfy the students query and adjusting himself/herself with the students.

Though there are several research works carried out in the Department of English Education in different areas like: Contrastive Analysis, Attitudes, ELT, comparative study, Translation, Mass Media, Activities of Teaching, and

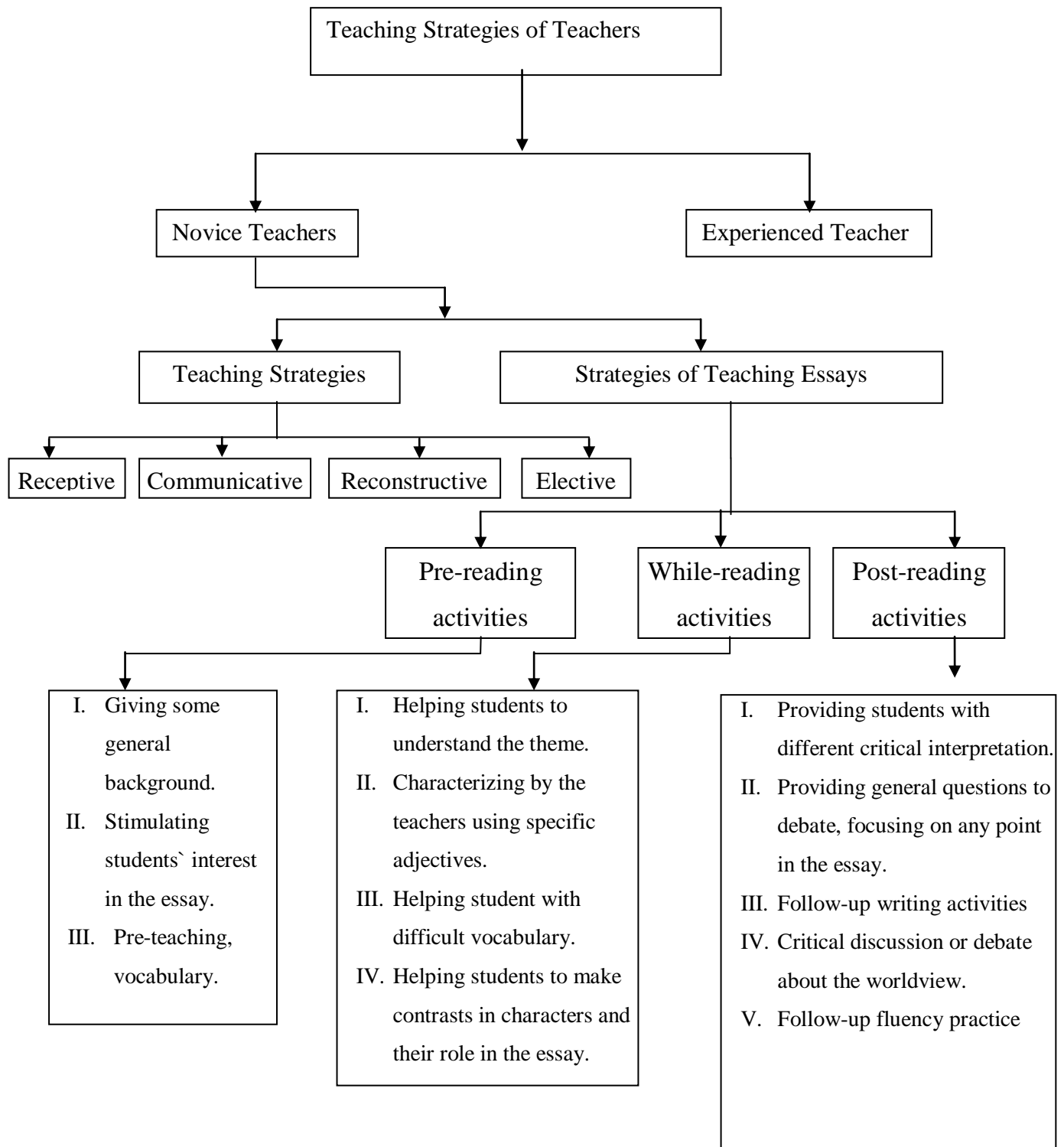
ELTD etc. This is a Learner centered research work on strategies for teaching essays at higher secondary level. This study is different from the above reviewed literature. However, this research is the first attempt on the field of strategies used by novice teacher in teaching essays in the Department of English Education, Tribhuvan University.

2.3 Implication 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, report etc. These entire sources help to bring the clarity and focus on the research problem, improve methodology and contextualize the finding. So, from the study of Lamsal (2006), Ghimire (2008), Rokaya (2008), Rijal (2009), Acharya (2010), Sapkota (2011), Khadka (2015), the researcher got the ideas for selecting topic, improving methodology and contextualizing the finding. It is also equally important to examine and evaluate what have been said before on a topic and what not have been said for finding the new area for further research. Therefore, all those reviewed literatures are related to the teaching learning activities related to essays, short stories, classroom activities of novice teachers etc. But no any research has been carried out on strategies of teaching essay. Therefore, the researcher selected this topic “Strategies Used by Novice Teacher in Teaching Essays at Higher Secondary Level” to find out the teaching strategies of novice English language teacher in teaching essays.

2.4 Conceptual Framework

A conceptual framework as a graphic diagram of research topic was employed to sketch the overall theme of this study. The study on Strategies Used by Novice Teachers in Teaching Essays at Higher Secondary Level was based on the conceptual framework that is in the next page:



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

The following methodology was adapted to fulfill objectives of this research work.

3.1 Design and Method of the Study

To find out the strategies used by novice teachers in teaching essays; the researcher followed the survey research design in particular. In this type of research, a researcher visits different fields to explore existing area. Specially, it is carried out in large number of populations in order to find out the public opinion or certain issue to assess certain educational programs and to find out the behavior of certain professional and other. Cohen and Manion (1985) define survey as:

The most commonly used descriptive method in educational research may vary in scope from large government investigation through to small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain a snap- shot of condition, attitudes, and events at single point in a time. Survey is always done in the natural setting. The researcher is not responding for changing the setting instead he just goes to the setting which is natural.

According to Nunan (1992, p.14), “The main purpose of survey research is to obtain a snapshot of conditions, attitudes and /or events at a single in point”. Likewise, Kerlinger (1978, p.556), mentions survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.

From the aforementioned definitions, we can come to the conclusion that survey is one of the important research method used in educational

investigation. It is mainly carried out to find out people's attitude, opinion and specified behavior on certain issues, phenomena, events and situations. The findings of survey are generalizable and applicable to the whole group.

On the basis of what has been discussed so far, we can undoubtedly say that survey research will be carried out to illuminate important educational issues. In order to conduct any research activity, Nunan (1992, p.141) suggests the following eight step procedures of survey research:

- | | |
|--|--|
| Step 1: Define objectives | - What do we want to find out? |
| Step 2: Identifying 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 how will
We identify these? |
| Step 5: Identify Survey instruments | - How will the data be collected:
Questionnaire/interview? |
| Step 6: Design survey procedures | - How will the data collection
Actually be carried out? |
| Step 7: Identify analytical procedures | - How will the data be assembled
and analyzed? |
| Step 8: Determine reporting procedure | - How will results be written
Up and presented? |

I had selected the survey design for my study because it is conducted at a specific point of time, it can be carried out in natural setting, and multiple tools can be used to collect the data.

3.2 Population, Sample and Sampling Strategy

The novice English teachers of higher secondary level and students of higher secondary level of Udayapur district were the study population of this research. Among them, 10 novice teachers and 30 students of Udaypur district

were selected as the sample of the study from ten higher secondary level schools. From each school, one teacher and three students were selected as sample using purposive non-random sampling procedure.

3.3 Study Field or Area

According to the purpose of the study and for the ease of the researcher, the study was carried out in higher secondary schools of Udayapur District.

3.4 Data Collection Tools and Techniques

In order to collect data, observation checklist and questionnaire (i.e. open ended and closed ended question) as research tools were used.

3.5 Data Collection Procedures

After preparing the questionnaire and observation checklist, the researcher visited the selected higher secondary schools of Udaypur district. After that, the researcher established rapport and requested with the selected novice teachers for their help regarding her research work. Then the researcher explained the purpose and process of her research work to the sample population. Researcher asked the novice teachers for their permission to observe their classes with the help of classroom observation checklist. After that, researcher observed the classroom strategies of novice teachers while teaching essays and filled up the observation checklist. The researcher observed three classes of each teacher. After observing teachers' classes, questionnaire forms handed to the same teachers and students and requested them to fill with correct information. Finally, researcher collected the questionnaire from the teachers and students.

3.6 Data Analysis and Interpretation Procedure

The data required for this study were collected questionnaire and observation checklist. The collected data were analyzed and interpreted qualitatively and quantitatively. For the analysis of data the sample statistical tools like

percentage and frequency were used effectively. In fact, data analysis process was initiated with the bringing order, structure, manageable themes, and pattern to interpret the diverse range of elements of the raw data. All the closed ended and open-ended questions with wide range of response were categorized and grouped to ease and found out the major findings according to their nature.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis and Interpretation of the Result

This chapter deals with the analysis and interpretation of the results collected through classroom observation checklist and questionnaire. The data collected from the informants is presented, analyzed and interpreted to explore the classroom strategies of novice teachers in teaching essays. While carrying out this research work, the required data were collected from 10 novice English teachers and 30 students from 10 higher secondary schools of Udaypur district. The questionnaire and classroom observation checklist were used as the tool for data collection. Thus, the analysis and interpretation of the data is presented below.

4.1.1 Analysis of Strategies Used for Teaching Essay Collected from Classroom Observation Checklist

This section deals with the analysis of teaching essay strategies used by novice teachers in the classrooms along with their frequency and percentage. These strategies are grouped under three headings, viz. pre-reading, while-reading and post-reading.

a. Analysis of Pre-reading Activities

This is the preparatory stage for teaching essay. In this first stage, students become physically and mentally ready to know about essay. Teachers do different activities under this stage to make his/her teaching successful. Under pre-reading stage 6 activities were included. The table shows the data that I found from novice teacher classroom in the next page:

Table 1

Summary of Pre-reading Activities Used by Novice Teachers

S. N.	Activities	Frequency (F)	Percentage (%)
1	Teaching vocabulary of the essay	25	83.33%
2	Giving some general background	24	80%
3	Describing	23	76.66%
4	Motivation	23	76.66%
5	Make students to have general discussion questions about some of the theme which occur in essay	19	63.33%
6	Makes students involve in discussion about the development of events in essay	16	53.33%

The above table shows the serial wise frequency of activities which were used by teachers most of the time under pre-reading stage. Out of 30 observed classes of ten teachers, ‘Teaching vocabulary of the essay’ had high frequency in the classroom, i.e. 83.33%. It means this activity was the most used activity in the classroom by the novice teachers. Therefore, put in the first position in the order of the above table. The second activity was to find out whether they gave some general information of the background or not. Looking at the data collected, 80% of the teachers were found giving some general information of the background and 20% of the teachers were not found giving some general information of the background. Therefore, it is in the second position in the above table. Likewise, the activities whether they described the essay and motivated the students in classroom or not. Looking at the data collected, the same percentage that is 76.66% of the teachers were found describing the essay and motivating the students and 23.34% of the teachers were not found describing the essay and motivating the students. Therefore, these activities with the same percentage put in the third position in the order of the above

table. In the same way, the fourth activity was to find out whether they made students to have general discussion questions about some of the theme which occur in essay or not. Calculating data collected, 63.33% of the teachers were found making students to have some general discussion questions about some of the theme which occur in easy and 36.67% of the teachers were not found making students to have some general discussion questions about some of the theme which occur in essay. Therefore it is put in the fourth position in the order of the above table. Similarly, the last activity under pre-reading activities was to find out whether they made the students involve in discussion about the development of events in essay or not. Looking at the data collected, 53.33% of the teachers were found making the students involve in discussion about the development of events in essay and 46.67% of the teachers were not found making the students involve in discussion about the development of events in essay. Therefore, it is put in the fifth position in the order of the above table. Thus, we can see that ‘Teaching Vocabulary of the essay’ was most used activity in the classroom under pre-reading activities whereas ‘Make students involve in discussion about the development of events in essay’ was the least used activity by the novice teachers.

b. Analysis of While- reading Activities

While- reading stage is an actual stage for performing some kind of activities to teach an essay. Under this stage, the students read the essay silently and answer the questions or perform the task specified. The teacher is required to watch students and evaluate their activities being silent but attentive. In my study, I included 15 activities to find out the novice teachers’ classroom practices addressing these activities. The table shows the data of the study in next page:

Table 2**Summary of While-reading Activities Used by Novice Teachers**

S.N.	Activities	Frequency (F)	Percentage (%)
1	Giving the summary of the essay	26	86.66%
2	Helping students with difficult vocabulary	25	83.33%
3	Giving more focus on receptive strategy	24	80%
4	Helping students to understand the theme	22	73.33%
5	Helping students to understand the gist	22	73.33%
6	Helping students with language and grammar	22	73.33%
7	Asking students number of question to check the students understanding	20	66.66%
8	Helping students to analyze the text	20	66.66%
9	Characterizing by the teachers using specific adjectives	19	63.33%
10	Giving more focus on elective strategy	19	63.33%
11	Make students to guess a title of each paragraph	15	50%
12	Giving more focus on communicative strategy	15	50%
13	Helping students to make an imaginative extension	10	33.33%
14	Giving more focus on reconstructive strategy	10	33.33%
15	Helping students to make contrast in characters and their role in essay	8	26.66%

The above table shows the serial wise frequency of activities which are used by teachers most of the time under while- reading activity. Out of total 30 observed classes of 10 teachers, 'Giving the summary of the essay' had high frequency, i.e. 86.66%. So, this was the most used activity by the teachers under while-reading stage and therefore, placed in first position in order. The second activity related to whether they helped students in difficult vocabulary or not. Looking at the data collected, 83.33% of the teachers were found helping students in difficult vocabulary and 16.67% of the teachers were not found helping students in difficult vocabulary. In this activity, novice teachers used to teach difficult vocabulary through mime, action, gestures, self-defining context, definitions, explanations, antonyms and synonyms etc. On the other hand, activity related to whether the teachers gave more focus on receptive strategy or not. Calculating the collected data, 80% of the teachers were found giving more focus on receptive strategy and 20% of the teachers were found giving focus other strategies. Therefore, it is put in the third position in the order. In the same way, the fourth activities were to find out whether the teachers helped students to understand the theme, helped students to understand the gist and helped students with language and grammar or not. Analyzing the collected data, 73.33% of the teachers were found helping students to understand the theme, helping students to understand the gist and helping students with language and grammar and 26.67% of teachers were not facilitating students to understand the theme, to understand the gist and to make aware the students in language and grammar. Therefore, these three activities with the same percentage are placed in the fourth position in the order of the above table. Likewise, the fifth activities were to find out whether the teachers asked students number of question to check the understanding of the students and facilitated students to analyze the essay or not. Looking at the data collected, 66.66% of the teachers were found asking students number of question to check the understanding of the students and facilitating students to analyze the essay and 33.34% of teachers were not found asking students number of question to check the understanding of the students and facilitating

students to analyze the essay. Therefore, these activities with the same percentage are put in the fifth position in the order of the above table. Similarly, the sixth activities were to find out whether the teachers characterized the character by using specific adjectives and gave more focus on elective strategy or not. Calculating the collected data, 63.33% of the teachers were found characterizing the characters by using specific adjectives and giving more focus on elective strategy and 36.67% of teachers were not found characterizing the characters by using specific adjectives and giving more focus on elective strategy. Therefore, these two activities with the same percentage placed in the sixth position in the order of the above table. On the other hand, the seventh activities were to find out whether the teachers made students to guess a title of each paragraph and gave more focus on communicative strategy or not. Looking at the data collected, 50% of the teachers were found making students to guess a title of each paragraph and giving more focus on communicative strategy and 50% of the teachers were not found making students to guess a title of each paragraph and giving more focus on communicative strategy. Therefore, these activities with the same percentage put in the seventh position in the order of the above table. Likewise, the eighth activities were to find out whether the teachers helped students to make an imaginative extension and gave more focus on reconstructive strategy or not. Calculating the collected data, 33.33% of the teachers were found helping students to make an imaginative extension and giving more focus on reconstructive strategy and 66.67% of the teachers were not found helping students to make an imaginative extension and focusing on reconstructive strategy. Therefore, these activities with the same percentage placed in the eighth positions in the order of the above table. The last activity was to find out whether the teachers helped students to make contrast in characters and their role in essay or not. Looking at the data collected, 26.66% of the teachers were found helping students to make contrast in characters and their role in essay. Therefore, it is placed in eighth positions in the order of the above table.

c. Analysis of Post-reading Activities

Simply, this is the follow up activity which is done after the completion of pre-reading and while- reading stage. In this stage, teachers evaluate the understanding of students, asks questions to check their responses. In other words, students' answered are monitored by the teacher directly or indirectly. Under this stage, I included altogether four activities to find out novice teachers' activities. The following table shows the data clearly

Table 3
Summary of Post-reading Activity Used by Novice Teachers

S.N.	Activities	Frequency (F)	Percentage (%)
1.	Interpretation of the main theme of the essay	22	73.33%
2.	Providing general question to debate, focusing on any point in essay	16	53.33%
3.	Writing activities	15	50%
4.	Discussion	13	43.33%

The above table shows the serial wise frequency of activities which were used by novice teachers most of the time under post-reading stage. Out of 30 observed classes of 10 teachers' 'interpretation of the main theme' had high frequency, i.e.73.33%. So this was the most used activity under this stage and therefore placed in first in order of the above table. In this activity novice teacher provided students with different critical interpretations of the essay and helped students to interpret themselves. Likewise, the second activity was to find out whether the teachers provided general question to debate focusing on any point in essay or not. Analyzing the collected data, 53.33% of the teachers were found providing general question to debate focusing on any point in essay and 46.67% of the teachers were not found providing general question to debate focusing on any point in essay. Therefore it is placed in second position

in the order of the above table. Similarly, the third activity was to find out whether the teachers practiced writing activities or not. Calculating the collected data, 50% of the teachers were found practicing writing activities related to essay and 50% of the teachers were not found practicing writing activities related to essay. Therefore, it is placed in third position in the order of the above table. Likewise, the fourth activity was to find out whether the teachers involved students in discussion or not. Looking at the data collected, 43.33% of the teachers were found involving students in discussion and 56.67% of the teachers were not found involving students in discussion. Therefore, it is put in the fourth position in the order of the above table.

4.1.2. Analysis of Teaching Strategies Collected Through Questionnaire for the Teachers

A set of questionnaire was distributed to the higher secondary level novice English teachers to find out their perceptions and practices of using different strategies to teach an essay. There were altogether 14 questions provided to the ten novice teacher to extract their views and strategies in teaching an essay. Thus, the item wise questions and answers are analyzed below:

a. Reasons Behind Teaching an Essay

In response to the question 'why did they teach essay in the classroom?' I got similar responses from the teachers. All most all the teachers wrote that they taught an essay in the classroom to persuade the readers, to entertain the students, to make able students think logically and to develop writing skills.

b. Teachers' Motivational Strategies in Teaching and Learning Process of an Essay

Motivation is one of the most important factors for successful teaching and learning. So, teacher should motivate their students in learning process of essay. A question was provided to the teachers, i.e. 'How did they motivate their students in teaching process of essay?' And I got different responses from

them. Out of ten teachers 60% teachers wrote they motivate their students by giving the background information about the text whereas rest of the teachers wrote that they motivate their students telling some jokes, sharing pre-information about author, showing picture related to essay and introducing new vocabulary related to essay.

c. Most Preferred Activities by the Teachers to Teach an Essay

Teaching activities differ from person to person. Teachers use different activities to teach essay. To find out the most preferred activities, the teachers were asked a question. They were asked 'What type of activities did they prefer to use in teaching essay?' Observing their responses, it was found that most of the teachers preferred warm up activities, an oral question answer section, demonstration, role play, pair work, analyzing and summarizing based on pre, while, post-teaching stages.

d. Use of Clues or Broken Sentences by Teachers

In response to the question 'Did you use some clues or broken sentences while teaching essays?' majority of the teachers opined that they used some clues or broken sentences while teaching essays.

e. Interest of Students in Reading an Essay

In response to the question 'were their students really enjoying the subject matter of an essay?' majority of the teachers opined that their students really enjoying the subject matter of an essay whereas rest of the teachers said that, the students are low motivated because of large classroom, low economic background, self-capacity to grave the knowledge, irregularity etc.

f. Similarities or Differences in Teaching an Essay

In response to the question "Have you found any differences or similarities in teaching 'I Have a Dream' and Women's Business'?" About 70% teachers said that they had found differences in teaching essay on the basis of types of

essays whereas rest of the teachers wrote that they didn't find any differences in teaching both essays.

g. Fruitful Strategies to Teach an Essay

A question was asked to the teacher. The question was 'which were the most fruitful strategies to teach an essay?' In response to the question 60% of the teachers wrote summarizing, analyzing, brainstorming, simulation, discussion and writing completion. Whereas rest of the teachers said answering questions, role playing, demonstration and lecturing.

h. Teaching Materials Used to Teach an Essay

Similarly, in response to the question "What types of the teaching materials they thought better to teach 'Two Long-Term Problem; Too many People, Too Few Trees'?" Majority of the teachers opined that they used realia, picture related to essay, magazine cut outs, pocket chart, flannel board and native speakers' voice.

i. Activities Used by Teachers in Pre-reading Stage

Under Pre-reading stage, almost 70% of the teachers focused on motivation. First of all they motivated their students and started to teach whereas rest of teachers taught directly without warm up activities. Similarly, 80% of teachers provided general background of the text, teaching vocabulary of the essay, described the essay thoroughly whereas rest of the teachers taught directly without any discussion, describing, background knowledge.

j. Activities Used by Teachers in While-reading Stage

In response to the question 'what types of activities they preferred to do in while-reading stage?' 70% teachers preferred 'summarizing', analyzing and asking oral questions to check the understanding under while-reading stage. Similarly, 20% teachers said they focused on characterizing with specific adjectives, involving students in general discussion of the main theme. And rest

of the teachers said they preferred answering the question, helping students to make an imaginative extension.

k. Activities Used by Teachers in Post-reading Stage

Under post-reading stage, majority of the teachers told that they interpreted the main theme of the essay, provided general question to debate focusing on any point in essay, asked oral questions to check the understanding of students whereas rest of the teachers opined that they focused on writing activities and discussion of main theme of the essay.

l. Testing Understanding of the Students

They were asked a question, how they tested their students understanding? In response to the question how did they test understanding of their students? The majority of the teachers, 60% replied that they used question-answer technique for testing understanding of the students whereas 20% of teachers answered that they used summarizing technique and analyzing technique. Similarly 20% of teachers responded that they used other technique for testing understanding like: taking test, discussion, conducting different short, oral question questions and providing writing task.

m. Problem Faced by Teachers to Teach an Essay

A question was asked to the teacher, the question was 'Did they face any problem to teach essay?' I got different responses to this question. Most of the teachers blamed to school management as the problem. They said weak economic condition of the school and negligence of the school management was the problems. Forty percent of the teachers said that there were not sufficient teaching materials like projector, voicerecorder, flannel board etc. Moreover, they said that teaching essay was problematic because of passive participation of the students, vocabulary problems and fear of making mistakes by the students whereas rest of the teacher wrote that they managed themselves teaching materials.

4.1.3. Analysis of the Data Collected from Students' Response to the Questionnaire

This section is mainly concerned with the analysis and interpretation of students' views towards novice teachers' classroom strategies. I had set different types of open-ended and close-ended questions to find out students' personal views towards novice teachers teaching strategies. There were altogether 10 questions provided to the 30 students to explore their views towards such teachers' classroom strategies.

Novice teachers are simply new teachers who have just entered in teaching profession. Generally, novice teachers are those teachers who have three year or less than three year of teaching experience. Regarding the differences between novice and experience teachers most of the students wrote following differences: teaching experience, competency over subject matter, classroom management, self-confidence and classroom performance. Similarly, most of the students said novice teachers faced disciplinary, self-confidence and large number of students in the classroom as problems while managing and organizing extra-curricular activities. Majority of the students said the novice teachers were less competent over subject matter. In reference to the question what sort of classroom activities did their novice teachers mostly used in pre and while-reading stage, opinions came in similar way. Most of the students said giving background information of the essay, discussing important vocabulary and summarizing were used under pre- reading stage by their novice teachers. Similarly, asking oral question, analyzing the essay, discussion on the basis of general question and providing writing activities were used under while-reading stage. Likewise, most of the students wrote that novice teachers told some interesting jokes before starting the lesson. In response to the question, did their teachers discuss some important vocabulary while teaching the essay? Majority of the students wrote that yes novice teachers discussed some important vocabulary while teaching the essay. Likewise, most

of the students wrote that novice teacher were medium in satisfying the students' questions.

4.2 Summary/Discussion of Findings

Strategy is an art which enables the teachers to create new thoughts, feelings, and ideas and transmit novice teachers in teaching essay; novice teachers used various strategies on it. This study was carried out considering that it would add a brick in the field of teaching essay by novice teachers in ELT. While teaching essay the teacher used text book as a teacher guide. It was found that teaching essay by expert teachers relatively more effective than the novice teachers. The result showed that the students like to study by practical knowledge. I have conducted my study on strategies used by novice teachers in teachers in teaching essay. The collection and analysis of data led me display a handful findings. The summary of the findings has been presented as follows.

1. It was found that different pre-reading activities are used by teachers in different context.
 - a.. Out of 30 observed classes of ten novice teachers, most of the novice teachers used pre-reading activities for example; motivating students 76.66%, giving some general background of the essay 80%, describing the essay 76.66%, making students involve in discussion about the development of events in essay 53.33%, making students to have general discussion questions about some of the theme which occur in essay 63.33% and teaching vocabulary of the essay 83.33%.
2. Another important findings of the study that can be done in while-reading activities:
 - a. Out of 30 observed classes of ten novice teachers, it was found that novice teachers were found giving summary of the essay 86.66%, helping students with difficult vocabulary 83.33%, focusing on receptive strategy 80%, helping students to

understand the theme, helping students to understand the gist and helping students with language and grammar 73.33%, helping students to analyze the text and asking students of number of question 66.66%, giving focus on elective strategy and characterizing by the teachers using specific adjectives 63.33%, making students to guess atitle of each paragraph and giving more focus on communicative strategy 50%, helping students to make an imaginative extension and giving more focus on reconstructive strategy 33.33% and helping students to make contrast in characters and theirrole in the essay 26.66%.

3. I found that different post-reading activities are used by novice teachers in different context.
 - a. Out of 30 observed classes of ten novice teachers, I found that novice teachers were found interpreting the main theme of the essay 73.33%, providing general question to debate focusing on any point in essay 53.33%, practicing writing activities 50% and involving students in discussion 43.33%.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusion

This study was carried to find out the classroom strategies of novice teachers to teach essay and to explore students' views towards such teachers' classroom strategies. This study was divided into five units viz, (i) Introduction (ii) Review of the related literature and conceptual framework (iii) Methods and Procedures of the study (iv) Analysis and Interpretation of results and (v) Conclusions and recommendation.

The first chapter deals with the background of study, particular essay. In this section, I have mentioned the context in which this research has been carried out. Similarly, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms have been mentioned.

The second chapter consists of the review of related theoretical literature, review of related empirical literature and implication of the review for the study. In the same way, conceptual framework is also presented, based upon the theoretical basis of the study.

Similarly, third chapter includes how the research was carried out. Such as design and method of the study, population, sample and sampling strategy, study area/fields, data collection tools and techniques, data collection procedure and data analysis and interpretation procedure.

Likewise, the fourth chapter deals with the analysis and interpretation of results and finally, the fifth chapter presents the conclusions and recommendations (policy related, practice related and further research related) of the study.

This study has found the classroom strategies of novice teachers in teaching essay. Moreover, students' views about their novice teachers' classroom strategies were collected and analyzed.

Practices of teaching essay by novice teachers in higher secondary level were found satisfactory. Teachers used different teaching materials like realia, picture, videos, magazine cut-outs and photo copies of paragraph. Although novice teachers are new in the teaching field, they were found always trying to satisfy the students query and adjusting himself/herself with the students. This showed that teachers used some common strategies to teach an essay at higher secondary level. For example summarizing, analyzing, oral question answers, providing background information, teaching difficult vocabulary and discussion on the basis of general question. Majority of the teachers were found interested in teaching essay in their classroom. Altogether fifty percent students satisfied with their novice teachers' classroom activities in teaching essay.

5.2 Recommendations

Every research study should have its recommendations in one or another ways. So, this research work has also some recommendations. It is hoped that the findings as summary and the gist as conclusion will be utilized in the mentioned levels. The recommendations on these levels has been presented separately below:

5.2.1 Policy Related

The highest level is implementation of any study. Implementation is the level which can change the entire educational system. The recommendations that have been made from this study at this level are in next page.

- policy makers and curriculum designers should analyze the existing condition of teaching strategies used in teaching essays to make the teaching learning process of essays more effective. And teaching learning materials and reference books should be made available on the time according to the learners' linguistic, social, psychological and economical condition.
- This study suggests the course designers of education to include moral and intellectual lesson giving types of essays at higher Secondary level.
- This study suggests to generate rules and regulations for teaching an essay using different teaching materials.

5.2.2 Practice Related

This is the level at which theories and principles are put into practice. That means policies are implemented in the classroom. The following recommendations have been made at this level.

- Teachers should be studious; they should find new and effective ways of strategies of teaching essays, and apply them in the classroom.
- The school should take care of the novice teachers. Because most of the novice teachers do not have practical knowledge how to teach essays in the classroom.
- While teaching vocabulary of essays the teachers are suggested to use pictures, give definitions, synonyms, antonyms, matching items, mime etc.
- Meaningful learning occurs, when students are allowed to confront real problems, make choices and find solutions. So it is concluded that the students should be in the center of the learning process.

5.2.3 Further Research

No, research is complete in itself. There are many areas which are not addressed by this study. Scholars who are interested to explore more on this area have been given the following recommendations for carrying our further research in respective areas:

- This study was conducted only in Udayapurdistrict. So, the finding of this study may not be applicable in the remote area because of the teachers use different strategies in teaching essays in higher secondary level. So, similar kind of research should be conducted in those remote areas as well.
- The sample of this study were only ten higher secondary level English teachers thus to make more effective study on the strategies of teaching essays further study can be conducted in more schools at different level.
- This research is based on a survey design. It had collected strategies used by novice teachers in teaching essay. The new researchers are recommended to carry out action and experiment based research on effectiveness of those strategies for developing learner's creativity and criticality.

However, I would like not to claim this study as a completed and full-fledged on due to several limitations. Thus, I would like to draw the attention on further studies in near future.

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Appendix-I

Check-list for the Classroom Observation

Name of the teacher:

Class:

Name of the school:

Date:

- **Pre-reading activities**

S.N.	Activities	Responses
1)	Motivation	
2)	Giving some general background	
3)	Describing	
4)	Make students involve in discussion about the development of events in essay	
5)	Make students to have general discussion questions about some of the theme which occur in essay	
6)	Teaching vocabulary of the essay	

- **While-reading activities**

S.N	Activities	Responses
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1)	Asking students number of question to check the students understanding	
2)	Characterizing by the teachers using specific adjectives	
3)	Make students guess a title of each paragraph	
4)	Helping students to make an imaginative extension	
5)	Helping students to analyze the text	
6)	Helping students to make contrasts in characters and their role in the essay	
7)	Helping students to understand the theme	
8)	Helping students to understand the gist	
9)	Helping students with difficult vocabulary	
10)	Helping students with	

	language and grammar	
11)	Giving the summary of the essay	
12)	Giving more focus on receptive strategy	
13)	Giving more focus on communicative strategy	
14)	Giving more focus on reconstructive strategy	
15)	Giving more focus on elective strategy	

- **Post-reading activities**

S.N	Activities	Responses
1)	Interpretation of the main theme of the essay	
2)	Providing general question to debate, focusing on any point in essay	
3)	Writing activities	

4)	Discussion	
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Appendix-II
Questionnaire for the Teachers

Name of the teacher:

Class:

Name of the school:

Date:

1. Why do you teach essay in the classroom?

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2. How do you motivate students in teaching process of essay?

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3. What type of activities do you prefer to use to teach an essay?

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4. Do you use some clues or broken sentences while teaching essays?

(a) Yes

(b) No

5. Are your students really enjoying the subject matter of an essay?

(a) Yes

(b) No

6. If no, give reasons.

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7. Have you found any differences or similarities in teaching “I Have a Dream” and “Women’s Business”?

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8. Which are the most fruitful strategies that you have used while teaching an essay?

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9. What types of teaching materials do you think better to use to teach “Two Long-Term Problems: Too Many People, Too Few Trees”?

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10. What types of activities do you prefer to do in pre-reading activities?

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11. What types of activities do you prefer to do in while-reading activities?

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12. What types of activities do you prefer to do in post-reading activities?

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13. How do you test understanding of your students'?

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14. What types of problems do you face in teaching essay?

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Appendix-III

Questionnaire for the Students

Name of the Students:

Class:

Name of the School:

Date:

1. Do you find differences between novice (new) and experience teacher?

a) Yes

b) No

2. If yes, what kind of difference do you find?

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3. What sort of classroom activities does your novice teacher mostly use in pre-reading stage?

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