CHAPTER - ONE

INTRODUCTION

1.1 General Background

Language is a powerful vehicle of communication. We express our ideas, desires, opinions, feelings, etc. with the help of language. Language is species-specific, i.e. only human beings can have the capability to use language and their mind is genetically equipped with it. No other animals can acquire language because of its complex structure and their physical inadequacies. By physical inadequacies, here, we mean animals do not have the vocal organs and the type of brain which human beings possess. Human mind is especially equipped with a special type of capacity to acquire language that Chomsky calls Language Acquisition Device (LAD). Wardhaugh (1972) says, "Language as a system of arbitrary vocal symbols used for human communication" (as cited in Brown, 1994 p.4). Sapir (1978) says, "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols" (p.8). So, language is possible among human beings. Animals have to communicate for survival but system of animal communication is far limited in comparison to human language. In other words, human language has interchangability, displacement, semanticity, cultural transmission, duality of patterning, productivity, open-endedness, etc. where as animal communication systems do not possess all these characteristics.

There are thousands of languages spoken all over the world. Among them, English is one of the major languages of the world. English is regarded as lingua franca, a contact language among the countries of the world. It is

established as international and one of the UN languages. It is the richest language since it is growing day by day.

In Nepal, English has long been taught as a foreign language in all the schools starting from grade one and up to graduate level. This is because English has played a dominant role in international trade, technology, education, entertainment and every walks of our social life. Likewise, the huge amount of resources and considerable portion of time have been spent to promote English education.

1.1.1 Teaching English in Nepal: A Historical Glance

Formally, the English language was introduced in our country along with the English model of education with the establishment of Durbar High School in 1854 A.D (1910 B.S.) following the visit of Junga Bahadur to the UK. He established a school for teaching the English language at Thapathali Durbar. During that period, the teaching learning process was only limited to Rana family. When Bir Shamsher became the Prime Minister of Nepal, he built the building of Durbar High School in front of Rani Pokhari. After Bir Shamsher, Dev Shamsher became the Prime Minister of Nepal, who established many schools in and outside the valley. He focused on development of education system. So, he was regarded as the father of education. The opening of Tri-Chandra college in 1918 A.D. (1975 B.S.) was a new herald for the development of higher education in Nepal. During the time of Rana regime the situation of English language teaching was very poor.

Only after the advent of democracy in 1951 A.D. (2007 B.S.), the wave of education extended in Nepal. After democracy, NEPC was formed in 1953 A.D. to collect the suggestions for the development of education in Nepal.

The commission suggested that the English language teaching should be started from grade four as a compulsory subject. But this plan was unsuccessful to meet the objectives. The introduction of ELT in Nepalese education started only in 2028 B.S. with the implementation of National Education System Plan (NESP). It contributed greatly further the sprit of development of education. According to the suggestion of this commission, the English language was started to be taught from grade four to the bachelor level as a compulsory subject and from secondary to the master level as an optional subject. It also focused on the English language teacher training and introduced teacher education programme.

In 2046 B.S., democracy was restored in Nepal. National Education Commission was formed in 2047 B.S. in order to give the suggestions to develop the education system of Nepal. It submitted its report in 2049 B.S. This commission gave more emphasis to the development of English language teaching in Nepal. This commission suggested establishing many universities in Nepal. As a result, many universities have been established and English has been taught as a compulsory subject. This commission also focused on teacher training for maintaining quality in education. Establishment of private schools and colleges also played a significant role in the development of language teaching. Now, the English language is taught through grade one to the Bachelor level as a compulsory subject.

1.1.2 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. Brook (1960) writes, "The distinction between language and literature is then at bottom, a distinction between art and fine art". (p.99) He further states, "Literature is wholly and inevitably rooted in language and it is not surprising to rediscover in literature certain features that are peculiar to and basic in language."

1.1.3 Literature: An Introduction

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 that offers 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 is a vital tool for the exchange of thoughts, feelings and emotions. It reflects trends of contemporary society. Literature has always been an important resource or tool for teaching and learning of language. English literature has dominated the teaching and learning of English as a second/foreign language almost everywhere in the world for the last one and half centuries.

1.1.4 Value of Literature in Language Teaching

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

i. He argues that 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 value of literature in language teaching can be summarized in following points according to Collie and Stephen Slater (1987,p.3).

1.1.4.1 Valuable Authentic Material

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.

1.1.4.2 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.

1.1.4.3 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.

1.1.4.4 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.

1.1.5 Aims and Objectives of Teaching Literature

Literature has indeed a significant place in the teaching of language. It has various aims and objectives of teaching. There are different views on aims and objectives of teaching literature. Carter and Long (p.19) have suggested three models for teaching literature in language teaching which are as follows:

1.1.5.1 The Cultural Model

Literature is closely related with culture and learning a language means to be familiar with that culture so that it provides enough cultural materials that second language learner has to cope with. It enhances the learning ability of the learners. A reader can discover their thoughts, feelings, customs, possessions; what they buy, believes in, fear, enjoy; how they speak and behave behind closed doors. This vivid imagined world can quickly give the

foreign reader a feel for the codes and preoccupations that structure a real society.

1.1.5.2 The Language Model

This is normally associated with language based approach. The language means not only plain language used in communication rather special form quite different from the general norm of its basic form. Literary language reflects aesthetic properties of language by using figure of speech. Literature rather includes prosodic features and deviation in different literary genres which provide enough samples of materials that the learners get chance to exposed to.

1.1.5.3 The Personal Growth Model

This model overall aims to motivate the students to read by relating the themes and topics depicted in a literary text to his or her personal experience. Literature develops personal skills of the learners like critical reading of text, critically appreciating the text and presenting their creative writing in good manner. Literature can help to stimulate the imagination of the students, to develop their cultural abilities and to increase their emotional awareness. They will become increasingly confident about expressing their own ideas and emotions in English. They will be empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society.

Thus, the main aims of teaching literature are developing cultural awareness, language development and personality of the person.

1.1.6 Genres 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:

1.1.6.1 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.

1.1.6.2 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, fairy tales and so on.

1.1.6.3 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.
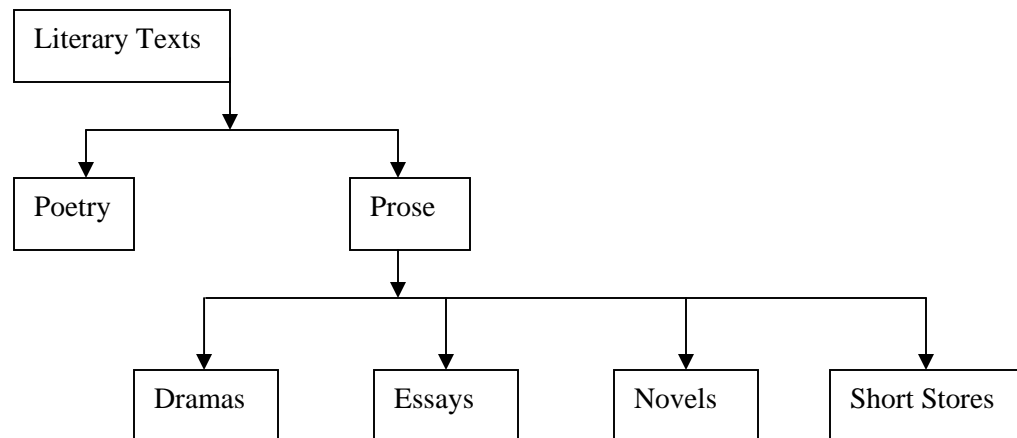
1.1.6.4 Essay

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.

1.1.6.5 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. They can be classified as follows:

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                    ┌──────────────┐
                    │ Literary Texts │
                    └──────┬───────┘
              ┌────────────┴────────────┐
         ┌────▼────┐              ┌──────▼──┐
         │ Poetry  │              │  Prose  │
         └─────────┘              └────┬────┘
                    ┌──────────┬───────┼────────────┐
                ┌───▼───┐  ┌───▼───┐ ┌─▼─────┐ ┌────▼──────┐
                │ Dramas │  │ Essays │ │ Novels │ │ Short Stores │
                └───────┘  └───────┘ └───────┘ └───────────┘
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(Adapted from: Regmi, 2003)

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Essay is a piece of writing, usually moderate in length and in prose on any one subject. The aim of writing essay is persuasion. Essay is not final but it expresses the author's ideas and views directly to the readers. Essay can be written using modes and expressions; description 'narration' argument and dramatization for varieties of purposes: to express an opinion, to inform, to persuade, to interact and so on.

1.1.7 A Brief Introduction to Approach, Method and Technique

In an attempt to classify the difference between approach, method and technique, Anthony (1963, p.63), identified three levels of conceptualization and organization of them as follows:

> ...An approach is a set of correlative assumptions dealing with nature of language teaching and learning. An approach is axiomatic. It describes the nature of subject matter to be taught...

> ...Method is an overall plan for the orderly presentation of language material no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, method is procedural. Within one approach, there can be many methods...

> …A technique is implementational that which actually takes place in a classroom. It is a particular trick, strategy or contrivance used to accomplish an immediate objective.

Technique must be consistent with a method, and therefore in harmony with an approach as well… (as cited in Richards and Rodgers 2001, p.19)

From the above definitions, we know that an approach is a theoretical position and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting. Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with the teachers' and students' role and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. A technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.

According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, and order in which the content will be presented; technique is at the level at which classroom procedures are described (Richards and Rodgers, 2001)

1.1.8 Approaches to Teaching Literature

Using literature in language classroom is a very skillful job. It needs wide consideration. Teachers should be very careful about the needs, interests, and level of the students and also try to bridge the gap between their

linguistic and cultural knowledge that will help learners to know the use of linguistic items according to the context.

According to Collie and Slater (1987, p.8), the following aims have been provided for the kind of activities to put fresh momentum into the teaching of literature:

1. Maintaining interest and involvement by using a variety of student - centered activities.

2. Supplementing the printed page.

3. Tapping the resources of knowledge and experiences within the group.

4. Helping students explore their own responses to literature.

5. Using the target language.

6. Integrating language and literature (pp.8-10)

Lazar (1993, p.23) proposes three approaches to using literature with the language learners which are as follows:

1.1.8.1 A Language-based Approach

Studying the language of the literary text will help to integrate the language and literature syllabuses more closely. Detailed analysis of the language of the literary text will help students to make meaningful interpretations or informed evaluations of it. At the same time, students will increase their general awareness and understanding of English. Students are encouraged to draw on their knowledge of familiar grammatical, lexical or discourse categories to make aesthetic judgment of the text.

1.1.8.2 Literature as Content

This is the traditional approach, frequently used in tertiary education. Literature itself is the content of the course, which concentrates on area such as the history and characteristic of literary movements; the social, political and historical background to a text; literary genres and rhetorical devices, etc. Students acquire English by focusing on course content, particularly through reading set texts and literary criticism relating to them. The mother tongue of the student may be used to discuss the texts, or students may be asked to translate texts form one language into the other.

1.1.8.3 Literature for Personal Enrichment

Literature is a useful tool for encouraging students to draw on their own personal experiences, feelings and opinions. It helps students to become more actively involved both intellectually and emotionally in learning English, and hence aids acquisition.

Along with a combination of the three approaches, the teacher may resort to the metalanguage to criticism or literary terminology. Furthermore, there are two approaches to literary text analysis: textual approach and non-textual approach.

1.1.8.4 Textual Approach

It is text dominated approach. This approach presents the microscopic analysis of a literary text, while analyzing a literary text using this approach, we should bear the following items in our mind:

- Language (Form, structure, diction, imagery, allusion),

- Content
- Theme
- Plot

- Character

- Style (narrative/descriptive, emotive/reflective, personal/impersonal rhetorical plain, cryptic, compact/elaborated, poetic/prosaic, etc).

1.1.8.5 Non-Textual Approach

The fundamental aspect what this approach follows is the background information of an author as well as of the text. The background information includes the following things:

- Trends of writing

- Time and age

- Social-economical-political situation

- Subject and topic

- Ideas/attitude about life

- Love, humanity morality,

- Author's childhood and upbringing and so on

This approach avails us with author-centered information and it does not present the text objectively.

1.1.9 Activities Used in Teaching Essay

Essay is commonly used at one time or another for almost anything that is not fiction or poetry or drama. According to Collins Cobuild English Language Dictionary (1982), essay is a short piece of writing on one particular subject that is written by a writer for publication. The dictionary points two characteristics of essay: (a) it can be on any subject (science, culture, sports, politics, literature, etc) and (b) it should be short. It is not and should not be as long as a novel or an epic. Essays can be classified into

several different types. On the basis of subject matter, it can be literary or political, scientific or social, etc. On the basis of style, it may be humorous or satirical, prosaic or poetic and so on. On the basis of essayist, it can be descriptive or narrative, argumentative or explanatory, etc.

Most of the literary essays are not originally written for language classroom purpose. However, we can use them for enriching our students' language ability. There can be various activities which are applied to teach fiction. Essay is one of the genres of fiction. In this way, the activities which are used in teaching fiction can be used in teaching essays. According to Lazar (1993), a typical essay teaching classroom may proceed through the following three successive stages:

1.1.9.1 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.

1.1.9.2 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.

1.1.9.3 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.

1.2 Review of the Related Literature

The researcher should draw knowledge from the pervious studies since they provide foundation to the present study. Therefore, an attempt is made here to review research reports carried out in the field of literature and language teaching. Similarly, I have gone through the different research reports carried out in the field of literature in the Department of English Education related to techniques, strategies used in teaching literary genres and different aspects of language in general. Some of them are as follows:

Jha (1999) carried out a research on "Teaching English Through Literature". His study concentrates on higher level. He concluded that literature is indispensable part of language teaching. Students must learn literature. It develops the competence and performance in language. Likewise, Bhattarai (l 999) carried out a research on "A Survey of Techniques and Participation in ELT in Secondary Level of Kaski District" and found that more than seventy five percent of teachers were using traditional way of teaching English.

Devkota (2003) carried out a research on "Learning Strategies of Literary Text: An attitudinal study." The objective of the research was to find out the ability and learning strategies employed in studying. He concluded that students were found better in prose than in poetry. Likewise, Bhatta (2006) carried out a research on "A study on Grade 10 Students Ability to Understand Literary Text". The objective of this research was to find out the ability of grade ten students study and understand literary text and he concluded that students were found better in prose than in poetry.

Gyawali (2004) carried out a research on "A Study on Teaching Poetry at Secondary Level". The main purpose of this study was to identify the strategies and problems in teaching poetry at this level. The researche concluded that majority of teachers were not acquainted with the teaching strategies which enacted a lot of problems in teaching poetry.

Similarly, Singh (2005) also carried out a research on "Teaching Literature at Higher Secondary level" and concluded that teachers were not confident and clear about techniques.

Khadka (2005) carried out the research on "Teaching Drama at Secondary Level". The objective of the study was to find out strategies used in teaching drama. He found that there were no any fix strategies being used. Similarly, Lamsal (2005) carried out a research on "A Study on the Strategies Used in Teaching Story at Secondary Level". The objective was to find out the strategies used in teaching story at secondary level. He found that there were no any fix strategies being used.

Many researches have been carried out on different aspects of literature but no research has been carried out on "Activities used in Teaching Essay". Therefore, the researcher was very much interested to carry out a research on "Activities used in Teaching Essay". This research is the first attempt in the Department of English, Faculty of Education, Tribhuvan University, Kirtipur, Katmandu.

1.3 Objectives of the Study

This study had the following objectives:

    i.   To find out the activities used in teaching essays

    ii.   To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

Teaching essay in language class is a difficult task because there are many obstacles to comprehend it. Some of the difficulties are linguistic difficulties, cultural gaps and lengthy texts. To overcome these difficulties, it requires too many teaching qualities of the teachers' strategies and techniques and so on.

This study provides information about activities used in teaching English essays at higher secondary level. So, from this study, English language teachers, curriculum designers, textbook writers will be benefited. Besides who are interested in the field of ELT can also derive information from this study.

CHAPTER - TWO

METHODOLOGY

The researcher adopted the following methodology to collect the required information of this study.

2.1 Sources of Data

In order to carry out this research, the researcher used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

The primary sources of data for this study were English language teachers who taught English in Higher Secondary Level in Kathmandu.

2.1.2 Secondary Sources of Data

The secondary sources of data were the related literature books, textbooks, journals, articles, reference materials and course of study. Mainly, Collie and Slater (1987), Carter and Long (1986) and Lazar (1993) were consulted.

2.2 Sampling Population and Sampling Procedure

The total sample population for this study consists of eighty teachers from selected higher secondary schools of Kathmandu valley. So, the magnitude of the sample population was eighty teachers. The informants were selected by using simple random sampling procedure.

2.3 Tools for Data Collection

Only one research tool was employed to elicit the required information from the sample population. Class observation form was used as a tool for data collection. (see appendix - 'A')

2.4 Process of Data Collection

After preparing the tools, the researcher visited the selected higher secondary schools randomly and kindly requested the administration to get permission to carry out the research work there. Then a researcher tried to develop rapport and explained the purpose of this research work. Then, the researcher requested the subject teachers to get permission for observing their classes. The researcher tried to identify the activities used by them. There were eighty teachers as sample population from different higher secondary schools. Moreover, he talked with them informally whether they knew about the different activities that were used in teaching essays.

2.5 Limitations of the Study

The study had the following limitations:

i.   The study was limited to different colleges in Kathmandu valley.

ii.   The study was limited to activities adopted while teaching essays.

iii. Four class- lectures of each teacher were observed.

iv.   The study was limited to identification of the activities used in teaching essays.

v.   The variables such as academic qualification of the teachers, their age, gender, environment of the college and experience of the teachers were ignored.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter incorporates analysis and interpretation of the data which have been collected from different sources. Data were collected using observation form. In this section, the researcher has mostly tried to analyze the data using descriptive approach. Moreover, a statistical tool like percentage was used to show it more vividly. So, this chapter includes the analysis and interpretation of data from the different sources to fulfill the set objectives. The data were analyzed under the following headings:

3.1 Activities Employed by Teachers in Teaching Essays

This section deals with the analysis and interpretation of collected data in terms of activities used in teaching essays. The researcher observed the classes of the teachers while teaching essays. Their frequencies were counted and changed into numerical values. The numerical values were converted into percentage and presented in the tables.

3.1.1 Pre-teaching Activities

Those tasks which we give our students before they read the text are called pre-teaching activities. The purpose of this stage is to arouse interest in the students, motive them and prepare them for the text they are going to read.

3.1.1.1 Motivation

This table shows the motivation activities used by the teachers while teaching essays in the classroom.

Table No.1

Activities Used by the Teaches While Motivating the Students

S.N.	Observed activities	Yes	No	Remarks
a	Motivation			
i	Revision of previous lesson	81%	19%	
ii	Telling jokes	18%	82%	
iii	Asking some questions	85%	15%	
iv	Use of related pictures	10%	90%	
v	Others	-	-	

The above table shows that 81% English language teachers revised the previous classes whereas 19% teachers did not motivate the students by revising the pervious classes. On the other hand, 82% of the teachers did not use jokes in the classes and 18% of the teachers used the jokes while teaching essays. Eighty five percent teachers asked some questions and 15% did not ask questions while teaching essays.

Here, the researcher found that only 10% teachers used the pictures to motivate the students whereas majority of the teachers, i.e. 90% teachers did not use the pictures while teaching essays in the classroom.

3.1.2 Giving Historical and Cultural Background

The following table shows to what extent the teachers gave historical and culture background.

Table No. 2

Activities Used by the Teachers while Giving Historical and Cultural Background

S.N.	Observed activities	Yes	No	Remarks
b	Historical and cultural background			
i	Giving historical importance of the essay	57%	43%	
ii	Discussion about the events that took place	7%	93%	
iii	Giving explanation of contemporary time	31%	69%	
iv	Giving introduction of the essayist	87%	13%	
v	Others	-	-	

The above table shows that 57% teachers gave historical and cultural background of the essays whereas 43% teachers did not give the historical and cultural background and importance of the essay of that particular time. Regarding discussion on the events that took place in the time of that period only 7% of the teachers discussed the events that were taken place in the time of that period; whereas 93% of the teachers were found that they did not use this activity to clarify is to the students. Similarly, the degree of understanding of essay depends upon the explanation of contemporary time. Here, 31% of the English teachers were found that they explained the contemporary time whereas 69% of the teachers did not explain the contemporary time of the particular essays. In order to make students

understand the essay, giving introduction to the essayist is must. The study showed that 87% or majority of the teachers preferred to introduce the essayists. The teachers did not use other activities while teaching historical and cultural background of the essay.

3.1.3 Activities Used by the Teachers While Teaching Vocabularies

The following table shows the activities used by the teachers while teaching vocabularies in the essays:

Table No.3

Activities Used by the Teachers While Teaching Vocabularies

S.N.	Observed activities	Yes	No	Remarks
c	Pre-teaching vocabulary			
i	Demonstrating real objects	21%	79%	
ii	Giving definitions	91%	9%	
iii	Showing gestures	75%	25%	
iv	Drawing on the blackboard	10%	90%	
v	Mother tongue translation	30%	70%	
vi	others	-	-	

The above table shows that 21% of the teachers used realia whereas 79% or say majority of them avoided using real objects. Giving definition is one of the major techniques to teach vocabulary. Here, teachers highly used this activity to clarify the students or 91% of the teachers gave definition of difficult words while teaching and only 9% of the teachers did not use this

activity to teach new vocabularies. Similarly, 75% of the teachers preferred using this activity to teach difficult vocabularies whereas only 25% of the teachers did not use this activity to teach vocabulary.

One of the widely used activities to teach new vocabulary is also possible by drawing on the blackboard. Here, in this research work only 10% teachers taught difficult vocabularies by this technique whereas 90% teachers did not prefer blackboard drawing. In mother tongue translation, 30% teachers translated the English words in mother tongue whereas 70% teachers preferred not to use mother tongue translation while teaching new and difficult words.

Here, the researcher found pre-teaching stage not satisfactory. Mostly, teachers were more engaged in this stage instead of involving the students more. Likewise, my supposition was quite different from what was before in my mind where students dominant role is preferred in present day world in teaching learning process.

3.1.2 While Teaching Activities

At this stage, the actual teaching takes place. Students read the text to find the answers to some specific questions or to get the gist of it.

3.1.2.1 Providing Students Questions to Check their Understanding

This question tries to see to what extent the teachers asked questions to the students to check their understanding.

Table: 4

Providing students questions to check their understanding

S.N.	Observed activity	Yes	No	Remarks
a.	Providing students questions	34%	66%	

This above table shows that 34% English language teachers asked some questions to the students while teaching essays for general understanding. On the other hand, majority of teachers i.e. 66% did not ask questions to the students. So, it was found that teaching learning classroom was not interactive.

3.1.2.2 Encourage Students to Write Brief Summary

While initiating the class, it is better to ask the students to write the summary in their own words. In this regard, the following activities were used by the teachers while encouraging students to write brief summary.

Table No. 5

Encourage Students to Write Brief Summary

S.N.	Observed activity	Yes	No	Remarks
b.	Encourage students to write brief summary	46%	54%	

The above table shows that 46% teachers encouraged their students to write a brief summary whereas 54% teachers did not make the students to write a brief summary of the essay. From the above fact, it can be inferred that most

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of the teachers did not pay attention to ask the students to write a brief summary of the essays.

3.1.2.3 Students Guessing a Title of Each Paragraph

For imagination and creativity, literature is mostly used. We know, essay is written in more than one paragraph. So, every paragraph exists a central idea. So, this question tried to find out whether the teachers made the students guess a title for each paragraph.

Table No. 6

Students Guessing a Title of Each Paragraph

S.N.	Observed activity	Yes	No	Remarks
c	Students guessing a title of each paragraph	25%	75%	

This above table shows that only 25% teachers asked their students to give a title of each paragraphs but 75% teachers did not ask the students to guess a title for each paragraph. So, it was vivid that the classroom was teacher centered.

3.1.2.4 Characterizing by the Teachers Using Specific Adjectives

In fiction or essay we come across different characters. Behaviour of the characters differs from one another. So, if the teachers ask the students the different characters with different adjectives, it becomes easier for the students to understand essays. So, this question tries to judge this particular activity.

Table No.7

Characterizing by the Teachers Using Specific Adjectives

S.N	Observed activity	Yes	No	Remarks
d	Characterizing by the teachers using specific adjectives	49%	51%	

The above table shows that 49% teachers characterized the different characters using specified adjectives whereas 51% did not try to characterize the characters according to their roles.

3.1.2.5 Students Ranking Characters According to their Traits

After teacher characterizing the different characters, students should rank the characters according to their roles in the essays. So, this question tries to get this information.

Table No. 8

Students Ranking of Characters According to Traits

S.N	Observed activities	Yes	No	Remarks
e.	Ranking of characters			
i	Active	96%	4%	
ii	Passive	92%	8%	
iii	Decisive	5%	95%	
iv	Stoic	5%	95%	
v	Others	3%	97%	

This table shows that 96% students identified the active characters in the classroom whereas 4% students did not know about this fact. Similarly, 92% students ranked the passive characters and 8% students could not find.

Apart from these two roles, the students could not rank the characters in comparison to the above two characterizations. They ranked 5% decisive and 95% students could not rank the characters in their proper roles. So, here students could not easily rank the character whether she was stoic or not. Only 5% students ranked stoic character in a proper way but majority of the students or 95% could not decide whether the characters were stoic or of different traits.

3.1.2.6 Guessing Meaning of Difficult Words

In classroom, we come across many difficult words. In student centered teaching, emphasis should be given to students to guess the meaning of difficult words. Here, this question tries to find out whether the teachers did this activity.

Table No. 9

Guessing Meaning of Difficult Words

S.N.	Observed activity	Yes	No	Remarks
f.	Guessing Meaning of Difficult Words	75%	25%	

Here, 75% teachers encouraged the students to guess the meaning of difficult words whereas 25% teachers did not let the students to guess the meaning of difficult words. In other words, the teachers gave the meaning of difficult words before asking the students.

So, this while teaching phase was also not satisfactory. The teachers did not create favourable environment. Maximum time was taken by teachers themselves but not from the side of students which is ultimately the cry of present day world in teaching learning activities.

3.1.3 Post-teaching Activities

This is the evaluation stage, and the teachers ask the students to check their responses. In addition, they may introduce some additional tasks related to the text but not necessarily related to reading skills. In other words, they ask students to do some language activities related to the other topic. For example, the teacher can ask the students to write essays, writing critical interpretation of essays taught and so on.

3.1.3.1 Providing Students Overall Two or Three Questions

In post teaching essay, interpretation of main theme, providing different critical interpretation, important points, asking students to note down difficult points etc, are done. The following table shows these activities applied by the teachers.

Table No. 10

Interpretation of the main Theme of the Essay

S.N.	Observed activities	Yes	No	Remarks
A	Interpretation of main theme			
i	Providing students with different critical interpretations of the essay which then they discuss	43%	57%	
ii	Providing general questions to debate focusing on important point	52%	48%	
iii	Asking students to note down if they find out any symbolic meanings in the essay	25%	75%	

This above table shows post teaching activities and different magnitude of teachers application of activities in percentage. Regarding interpretation of the main themes of the essay, 43% teachers provided different critical interpretations of the essay whereas 57% teachers did not provide students with different critical interpretations of the essay. In order to foster learning, students are given general questions to debate focusing on the main points. Here, majority of teachers provided questions to discuss the students or 52% teachers provided general questions to the students to debate whereas 48% teachers did not give questions to the students.

The teachers were observed whether they asked students to note down any symbolic meaning in the essays. The finding was surprising, only 25% teachers asked the students if they found any symbolic meaning in the essay and 75% teachers did not concentrate to ask their students any symbolic meaning in the essays.

3.1.3.2 Reviewing the Essay by Students

Critical appreciation of the essay is the main aspect of teaching essay. Writing review of the essay helps the students to understand the essay. In relation to this the following table shows the facts.

Table No. 11

Reviewing the Essay by Students

S.N.	Observed activity	Yes	No	Remarks
B	Reviewing the essay by students	38%	62%	

Here, the teachers were evaluated whether they asked students to review the essay. It was found that only 38% teachers asked students to review the essays by the students. For better understanding reviewing the essay by students is must. It helps students to capture the skeleton of the essay or its main points.

3.1.3.3 Writing the Review of the Essay

In post teaching activity students are asked to write a review of the essay. Although teaching is taken as an idiosyncratic style, this question seeks to find out whether the teachers asked students to write the review of the essay.

Table No. 12

Writing the Review of the Essay

S.N.	Observed activity	Yes	No	Remarks
c	Writing the review of the Essay	83%	17%	

Here, 83% teachers asked the students to write a review of the essays and 17% teachers did not make the students to write the review of the essays.

3.1.3.4 Critical Discussion about World Values Intended by the Essay

Generally, essays are not written for classroom purpose. So, the teachers have to bridge between the world values intended by the essay so that it becomes applicable and learning becomes simple.

Table No. 13

Critical discussion about world values Intended by the essay

S.N.	Observed activity	Yes	No	Remarks
d	Critical discussion about world value Intended by the essay	19%	81%	

This study also concentrated whether the teachers discussed the world values intended by the essays or not. It was found that only 19% teachers discussed critically about the world values intended by the essays whereas 81% teachers did not discuss critically the world values intended by the essays.

3.1.3.5 Overall Evaluation

This following table shows how the teachers evaluated students in the classroom.

Table No. 14
Overall Evaluation

S.N.	Observed items	Yes	No	Remarks
E	Overall Evaluation			
i	Pair work	9%	91%	
ii	Group work	15%	85%	
iii	Role play	9%	91%	
Iv	Elicitation	10%	90%	
v	Explanation	77%	23%	
vi	Question answer	95%	5%	
vii	Others	6%	94%	

The above table shows that only 9% teachers evaluated by assigning pair work and 91% teachers did not use this technique.

Regarding group work, only 15% teachers applied this evaluating activity while teaching essays in the classroom, while 85% teachers did not use this activity while teaching. So, it was found that majority of teachers did not use group work while evaluating the students.

Similarly, 9% teachers applied role play activity while evaluating the students and 91% teachers did not use this role play technique.

Regarding elicitation, students' understanding in a particular topic is asked. This helps students to impart information. It fosters students' learning. Here, only 10% teachers elicitated students understanding where overwhelming majority of teachers 90% did not use this technique in the classroom while evaluating the students' understanding.

Here, 77% teachers used explanation technique while teaching the essays whereas 23% teachers did not use this activity while teaching essays in classrooms.

So, it was found that most of the teachers used this teacher-centered technique. Regarding question answer technique, most of the teachers used this activity. In other words, 95% teachers preferred this technique to evaluate where only 5% teachers did not use this technique.

3.1.3.6 Giving Central Idea of Essays

Giving central idea of the essay is compulsory at the end of the teaching class. So, this question tries to find out how the teachers performed their activities.

Table No. 15

Giving Central Idea of Essays

S.N.	Observed activity	Yes	No	Remarks
F	Giving central idea of essays	90%	10%	

This above table shows whether the teachers gave central idea of the essays or not. It was found that 90% teachers gave central idea of the essays and only 10% teachers did not give central idea of the essays.

So, from the activities used by the teachers, it was found that most of the teacher's classroom teaching was teacher-centered. Students in classroom were very passive because of these above adopted activities.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

In the process of investigation, the researcher visited the sample higher secondary schools to fill in class observation form. On the basis of the analysis, the following findings have been derived regarding activities used by the teachers in teaching essays.

4.1.1 Findings Based on Pre-teaching Activities

i. The majority of the teachers motivated the students by revising the previous lesson. In figures, (81%) teachers were found that they motivated the students while teaching essays. It seems that starting or pre-teaching activity was satisfactory.

ii. It was found that teachers in higher secondary level did not tell the jokes or the finding shows that only (18%) teachers told the jokes to the classroom. This shows that they did not motivate the students as it is required.

iii. It was found that majority of teachers (85%) asked questions to check the students understanding.

iv. Only (10%) teachers used related pictures while motivating the students.

v. The majority of teachers (57%) gave historical and cultural background of the essay.

vi. Minority of teachers discussed the events that were taken place at the time or the contemporary time. Only (7%) teachers applied this activity.

vii. Only (31%) teachers explained about the contemporary time.

viii. Almost all the teachers (87%) gave introduction of the essayists.

ix. In vocabulary teaching, only (21%) teachers demonstrated the real objects.

x. Almost all the teachers i.e. (91%) gave definitions of the difficult words.

xi. Similarly, (75%) teachers showed their gesture to make them clear about difficult words.

xii. Majority of the teachers (90%) did not write down on the board to make them clear.

xiii. Large percentage of teachers (70%) translated difficult words into mother tongue or say in Nepali.

4.1.2 Findings based on While-teaching Activities

i. A very few teachers emphasized students to check their understanding by asking some question. Only (34%) teachers used this activity.

ii. Majority of the teachers i.e. (54%) did not encourage the students to write a brief summary of the essay.

iii. Majority of the teachers i.e. (51%) did not characterize the different characters by giving certain traits.

iv. Majority of the teachers i.e. (75%) did not make students guess a title of each paragraph.

v.   Majority of the teachers i.e. (75%) encouraged the students in guessing the meaning of difficult words.

4.1.3 Findings Based on Post-teaching Activities

i.   Majority of teachers (57%) did not provide students with different critical interpretations of the essay.

ii.   Only (38%) teachers asked the students to write a review of the essay.

iii.   Only (19%) teachers discussed the world values intended by the essay.

iv.   The researcher found that the post teaching activities were also weak. The majority of the teachers did not give different kinds of creative activities like asking the students to write the similar types of essays, asking students to narrate the essays, asking them to told, discuss, asking some questions, providing feedback and so on. This showed that the teachers showed weak performance in their teaching activities.

v.   The teaching learning process was completely teacher centered in most of the cases. The teachers explained the essay and told the summary in their own words and ways. But there was no encouragement and students active participation in the classroom.

vi.   It was found that the teachers were not feeling comfortable in teaching essays because of poor linguistic background of the students in the English language. Competency in language, vocabularies and structures was not adequate in the students to understand the essay.

vii.   Overall evaluation made by the teachers was very poor. They mostly used question answer and explanation as a tool of evaluation. So, they

overlooked pair work, group work, project work, role play, elicitation etc.

4.2 Recommendations

The researcher would like to put forward the following recommendations for pedagogical implications:

i.   The teachers should start the class with good motivation activities in language classroom.

ii.   The teachers should encourage the students to guess the title, subject matter and so on.

iii. Translation should be minimized as it decreases fluency and proficiency.

iv.   The teacher should use teaching materials related to the topic of discussion.

v.   Summarizing by the students should be first and teacher summarizing role should be the second.

vi.   The teachers should teach difficult vocabularies in context.

vii. The teachers should encourage the students and should provide feedback at the end of the class.

viii. Teacher-centered activities must not be given priority. Priority should be given to student centered techniques.

ix.   Some teachers were not found much aware of adopting the activities even if they were familiar with them to be used in the classroom. So, those activities need to be thoroughly adopted.

x. Teaching and learning class should be interesting and not soporophic. Student centered techniques help to bring interest among students. So, students' active involvement should be guaranteed.

xi. The teacher should play the role of a facilitator but not the dictator.

xii. Learning should be through student involvement. English should be used as a medium of instruction and teaching should be learner centered.

xiii. The English language teachers should labour and should use as much as the reference materials.

xiv. Techniques, methods and approaches should be used depending upon theory of the present day world.

xv. Students should develop the study habits among themselves.

xvi. The higher secondary level curriculum should include many interesting essays.

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