

**WRITING PROFICIENCY OF PRIMARY
ENGLISH TEACHERS**

**A Thesis Submitted to the Department of English Education in
Partial Fulfilment for the Master's Degree in Education
(Specialization in English Education)**

**Submitted by
Bidur K.C.**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2009**

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DECLARATION

I hereby declare to that 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: 2065/09/10

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RECOMMENDATION FOR ACCEPTANCE

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DEDICATION

Dedicated to

My Parents

and

My well wishers

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March, 2009

Bidur K.C.

ABSTRACT

This study attempts to find out the effectiveness of ETTE training. To carry out the study, the researcher involved in teacher training in Baglung district as a trainer. The researcher collected the data from the sampled population of ninety six teachers of the seventy four different schools of the same district who were selected for the ETTE training. Total teachers were grouped in four different groups by judgmental sampling. Ninety-six teachers were given Pre-test in the first week of the training. And the post-test was administered after twenty days' of training. The scores were tabulated on the basis of test items and were analyzed in terms of the average difference. The result of pre-test and post-test was compared to find out the improvement of writing proficiency of primary English teachers (PETs).

The study is divided into four chapters. **The first chapter** is an introductory chapter. It includes general background, review of the related literature, objectives of the study, and significance of the study. **The second chapter** is an account of the methodology applied to carry out the research, under which sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study were presented. **The third chapter** presents analysis and interpretation of the data. In this section both statistical as well as descriptive approach were used to find out writing proficiency of PETs. The data were tabulated and analyzed using simple statistical tools. **The fourth chapter** incorporates findings and recommendations of the research. The findings are presented under different sub-headings and some points for recommendation have been suggested in the light of the findings of the study. The references and appendices shaped the concluding part of the thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

BC	=	British Council
CDC	=	Curriculum Development Centre
ETTE	=	English through Teaching, Teaching through English
e.g.	=	exempli gratia
etc.	=	etceteras and other similar things
F.M.	=	Full Marks
GAN	=	Global Action Nepal
HSEB	=	Higher Secondary Education Board
NELTA	=	Nepal English Language Teachers' Association
PETS	=	Primary English Teachers
Ps	=	Participants
T.D.	=	Total Difference
TEFL	=	Teaching English as a Foreign Language
T.U.	=	Tribhuvan University

CHAPTER ONE

INTRODUCTION

1.1. General Background

Language is an abstract phenomenon as complex as human relationship in the society. In the absence of it, there is no possibility of human civilization. According to Sapir (1921) “Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols” (as cited in Varshney 1998, p. 2). By this definition it is evident that language is primarily a means of human communication to communicate thoughts, feelings, ideas and emotions. In other words, it is the proper medium to reflect what we have in our mind.

Similarly, in his essay on language, Hall (1968) tells us that language is “the institutions whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols” (as cited in Lyons 2006, p. 4). Likewise, Sweet says “Language is the expression of ideas by means of speech sounds combined into words” (as cited in Verma and Krishnaswamy, 1999, p. 16).

In the same way, Finocchiaro (1964) defines language as " a system of arbitrary vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact" (as cited in Brown, 1994, p. 4). Doff (1995 p. 21) states “language as the principal system of communication used by particular group of human being within the particular linguistic community of which they are members”.

These definitions point out that language is a system of human communication, which is purely human and helps to share the ideas, thoughts and desire. It also points out the linguistic norms, rules and convention are transferred from

person to person and generation to generation to convey the message from one to another. It is also system of system. The linguistic components are arranged naturally in the concerned speech to convey the specific meaning.

A language is considered to be a system of communicating with other people using sounds, symbols and words. It is a unique gift only for human beings. It is also regarded as a God's special gift to mankind.

Thus, language can be used in many forms, primarily through oral and written communications as well as using expressions through body language. Among them, writing is regarded as a permanent way of communication and we can communicate through writing even when the addressee is not face to face with the addresser.

So, in a nutshell, language is a human phenomenon specially meant for communication with its own system and produced voluntarily through vocal apparatus. So language is a voluntarily vocal system of communication. The primary function of language is for interaction and communication.

Research has shown that British Council (BC) is a one of the leaders in the field of English language training. One of the British Council's global ambitions is for every teacher and learner of English in the world to have access to the skills, ideas and materials they need from the UK. To achieve this ambition, BC has launched the project called English through Teaching and Teaching through English (ETTE) since February 2008. This project will continue for three years. Participating countries are Uzbekistan, Pakistan, Nepal, Afghanistan, Iran, Bangladesh, Kazakhstan plus outreach countries of Kyrgyzstan, Tajikistan and Turkmenistan.

English is the key to the development of the economics of Central and South Asia (CSA). Lack of methodological skills and poor linguistic proficiency outside capital cities impede the learning of English among large swathes of the

population, ETTE aims to improve access to English for millions of learners by upgrading the skills and increasing the confidence of teachers.

The project aims to

1. Improve the classroom performance of teachers of English, especially those teaching in remote or marginalised areas;
2. Increase teachers' access to a variety of developmental methods and ELT materials, which they will feel confident in using and adapting.

Last year Solukhumbu (mountain region), Baglung (hilly) and Kailali (Terai) were selected for pilot project. All together 212 PETs were supposed to be trained by 19 teacher trainers. They were provided with 120 hours of language learning access in the classroom and 24 hours reflection by focussing on classroom language and methodology in an integrated way. BC had monitored PETs time and again. Local partners of this project were Department of Education, Nepal English Language Teachers' Association (NELTA) and Global Action Nepal (GAN). Teacher trainers were the graduates or Masters in Education in English from Kathmandu and regional universities and colleges.

1.1.1. Language Teaching

Language teaching involves teaching of both the first and second or foreign language. The purpose of learning a language is to enable the students to communicate in the target language. In the world of language teaching and learning many schools of thoughts have come and gone, so have language teaching method waxed and waned in popularity. Brown (1994, p. 14) defines teaching method "as the application of theoretical findings and positions". They may be thought of as "theory in practice". There has been variety of such applications, some in total philosophical oppositions to other". It is as a cyclical pattern in which a new paradigm of teaching methodology emerged about

every quarter of a century, with each new method breaking from the old but at the same time taking with it some of the positive aspects of the previous paradigm. For this Marckward (1972) saw these “changing winds and shifting sands” (as cited Brown, 1994, p. 14).

To get mastery of language, everybody needs to have the ability in all skills and aspects of language. To convey our thoughts, intentions, wishes, information etc. we need a mastery over all four language skills viz. listening, speaking, reading and writing.

1.1.2. Language Skills

To be proficient in language, one should be acquainted with all four different skills of language. These skills are integrated in a whole.

The four basic skills of language are:

- a) Listening
- b) Speaking
- c) Reading
- d) Writing

Among these four skills of language, listening and reading are receptive and speaking and writing are productive skills. In language teaching and learning all four skills play a vital role to get mastery over language but in language acquisition listening and speaking play an important role. In the field of academic life or learning/teaching a foreign language reading plays a crucial role. Whereas, in standard and permanent communication writing has a significant role.

1.1.3. The Writing Skill

Writing is one of the four language skills. It is a productive skill, like speaking. This means it involves producing a text rather than responding to it. Writing involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and to find alternative and better solutions. In a simple sense, we can say that writing involves putting words in a paper of the text at word level, sentence level and knowledge of world. Distance communication is possible through writing. It is a permanent record of information. It is a standard means of communication.

1.1.4. Role of Writing in Language Learning

Among the four different skills i.e. listening, speaking, reading and writing, writing is regarded as the fourth skill of language. It is the permanent record of one's thoughts and ideas. It is also regarded as a form of expression and a reliable means of communication.

Writing is one of the most important skills in learning a new language. It is a productive skill, which means to manipulate the information, structuring them into sensible words or units in order to make the reader understand the meaning. Through writing, we are able to share ideas, arouse feelings, persuade and convince people. It further helps to transmit human beings accumulated culture from one generation to another. Other skills like listening, speaking and reading are measured through writing. For that reason also, it is a more important skill than others. Keeping the importance of teaching the writing skill into consideration, the CDC, TU and HSEB have mentioned a wide range of writing assignments. From those evidences, we can say that writing has been given ample weightage and duration. This skill is a most indispensable ingredient in getting a command over any languages. So we are still tied to the written world as the basic means of communication and interaction.

It is possible to learn a language without learning how to write it. It is a skill which is limited in value and difficult to acquire. Writing is the last but not the least skill of language learning. It is a skill worth developing in the foreign language. In that respect, we should be very clear about our purpose in teaching writing. Some people who do not learn easily through oral practice alone can be benefited through reading and writing in the language. Regarding this, Doff (1998) writes the main importance of writing at the elementary level is that it helps students to learn. New words and structures help students to remember them, and as writing is done more slowly and carefully than speaking, written practice helps to focus students' attention on what they are learning. It also provides variety in classroom activities. Writing has important role for formal and informal testing. Writing not only helps to memorize and consolidate the input but it also allows the learners to reflect and improve. As Scrivener (1986) comments, writing involves a different kind of mental process. There is more time to think, to reflect, to prepare, to rehearse, to make mistakes and find alternative and better solution.

1.1.5. Writing Proficiency and Language Ability

Language proficiency is the degree to which a person understands, speaks, reads or writes a language.

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

Language ability is a broad term. It is the mental or physical capacity, power or skill required to use the language. It requires proficiency in all aspects of language. Language learning is an integrated skill. We cannot achieve

proficiency, if we have no mastery over listening, speaking, reading and writing. These four skills are inseparable in the teaching learning process. In the Nepalese context, listening and speaking have received low priorities while reading and writing have high priority in the language learning programme. However, it is necessary to emphasize on writing skill in the Nepalese context. Writing has been taken as a piece of discourse which is a finished product. If we see writing from this angle, it lacks processes involved in writing. However, writing is not any longer seen as merely a way of putting ideas on paper. Rather it is considered as a process of generating meaning. For that Spencer (1983, P.77) states “complex thoughts and feelings are crystallised in words and become more directly available for reflection, critique or response.” Similarly, Odel (1981, P. 43) argues that writing is a good activity to improve our understanding of any subject (as cited in Khaniya, 2005, p.148). The knowledge or ideas in a general form may be refined by trying to put them on the paper. His argument is that writing is an activity which involves the writer in the process of formulating ideas, then testing and confirming them. According to Heaton (1975, P. 135), the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

1.1.6 Mechanics of Writing

Mechanics is one of the important components of writing which refers to different aspects of writing such as spellings, use of punctuation marks, capitals, abbreviations, and numbers. They are often dealt within the revision or editing stage of writing. It is also known as graphological system of writing.

1.1.6.1 Spelling

Spelling is the key component of writing. Although incorrect spelling does not often prevent the understanding of a writing message, it can adversely affect the reader's judgment. However, at times slight change in spelling of words can bring drastic change in meaning they express. Correspondence between the sound of a word and the way it is spelled is not sometimes easily understood. So that spelling is difficult for the learners of English as a foreign language.

1.1.6.2 Punctuation

Punctuation is a tool that divides writing into sentences, phrases etc by using special marks. They are comma (,), semi colon (;), question mark (?), exclamation mark (!), apostrophe (’), hyphen (-), dash (—), dots (...), slash (/), quotation mark (“ ”), brackets (), square brackets [], italics, etc.

Though punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward to many readers.

1.1.6.3 Capital Letters

Capital letter is another component of mechanics of writing having the form and size used to begin a name or a sentence. It is also used to emphasize something said or written about a person or thing.

1.1.7 Teaching Writing Skill

According to Scrivener (2005, p. 192) many students have specific needs that require them to work on writing skills: academic study, examination preparation and Business English are three common areas where written work is still very important. It can give teachers a break, quieten down a noisy class, change the mood and pace of a lesson, etc.

The point to be noted where practising writing in the classroom is that generally it is a process activity. Therefore, process writing should be encouraged. It is an extremely difficult exercise; however the way/type of writing depends upon the level of readers. For instance, the beginner can not write complex articles and other reports etc. so a teacher should know the position of the learner and the linguistic background.

Figure: 1

Setting writing task

There are many possible steps that could go into the middle are of the diagram in figure 1. A student can learn to become a better writer by being actively encouraged and helped to follow through a series of preparatory steps before the final text is produced, and becoming more aware of that preparation process.

According to Raimes (1983, p. 266), teachers should always try to provide students with writing assignments that can “unite form and content, ideas and organization, syntax and meaning, writing and revising, and above all, writing and thinking.” The process genre approach does help teachers to unite all these

features, and, in addition, it is personal and relevant, which is good news for teachers. Even if writing lessons are done in a classroom, they relate strongly to real-life situations, motivating students and preparing them to write for audiences outside the classroom.

Writing is an essential but difficult skill for EFL students to accomplish. Throughout the years, different theories have offered direction on how to teach writing. After the product approach was mostly discredited, it was supplanted by the more interactive and dynamic process and genre approaches. Although they have advantages and disadvantages, these two approaches have made valuable contributions to the writing classroom. Their techniques become even more useful when combined to create the process genre approach, which helps students use their individual writing processes to construct a text in a familiar genre.

1.1.7.1 Evaluation of writing

The writing skills are complex and sometimes difficult to teach. It covers mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.

The following skills necessary for writing:

- a) Language use: the ability to write correct and appropriate sentences.
- b) Mechanical skills: the ability to use correctly those conventions peculiar to the written language e.g. Punctuation, spelling, capitals, etc.
- c) Treatment of content: the ability to think creatively and develop thoughts.
- d) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.

- e) Judgement skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Evaluation of writing does not mean simply assigning a grade, but constructing a process in which the students receive useful feedback that serves to tell them not only what should be strengthened in the writing, but also what was done well.

1.1.7.2 The Challenge of Writing

English as a Foreign Language (EFL) teachers and students face certain problems in teaching and learning writing. Acquiring the writing skill seems to be more laborious and demanding than acquiring the other three skills. In fact, Nunan (1999, p. 271) considers it is an enormous challenge to produce “a coherent, fluent, extended piece of writing” in one’s second language. This is magnified by the fact that the rhetorical conventions of English texts—the structure, style, and organization—often differ from the conventions in other languages. It requires effort to recognize and manage the differences.

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

Even though these problems will persist, there are ways to improve the teaching of this skill to benefit all writing tasks and prepare students for the writing they will have to do after they graduate. Three main approaches to

teaching writing have been advocated and used in the past few decades of English language teaching. A brief survey shows that they have had their advocates and detractors over the years and that they are still under active discussion and debate.

1.1.7.3 Ways of Correcting Writing

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

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

- a) Spot check
- b) Teacher ticks the exercise books that he looks at for evidence of interest. If necessary, he should underline the errors for self correction.
- c) Peer marking
- d) Teacher tells the students to exchange their notebooks after completing task and asks them to mark each other's work whenever possible.
- e) Pair work
- f) Teacher asks the students to do the task in pair that helps in reducing errors as well as cutting down the number of mistakes to be checked. They are asked to exchange their notebooks to neighbouring pairs to monitor and correct each other's work.

g) Group secretaries

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

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

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

1.2 Review of the Related Literature

In fact, no research work has been carried out in our country on the ETTE training and the English language writing proficiency of the PETs. Some international projects are doing teacher trainings like Chongqing Primary English Language Teacher Training Project which is a collaboration to improve the standard of English. Similarly, some universities like The University of Queensland Australia, CELTA and Socrates UK, etc. are doing their best to

train English teachers. In our department, some research works have been done in writing proficiency. They are as follows:

Giri (1981) carried out a study on “A Comparative Study of English Language Proficiency of the Students Studying at Grade Ten in Secondary School of Doti and Kathmandu.” The result of the study obviously concludes that students from out of the valley are poorer in English language proficiency than those from inside the valley. Similarly, Adhikari (1986) carried out a study on “Difference in Written English Corrections of English Teacher.” The finding of this study was that private schools’ teachers were found weaker in situational differentiation. In the same way, Karki (1996) has carried out a study on “A Comparative Study on the English Language Writing Proficiency between the Schools of Public and Private Schools of Grade X in Lamjung District.” The finding shows that the students of private schools were found far better in all the areas vocabulary, grammar, punctuation, etc. In the same way, Dahal (1998) carried out a study on “The Tenses and Aspects in Free Writing of the Eleventh Graders”. This study concentrated on the problems, causes and solutions in using tenses and aspects in free writing. One of the findings of this study was that the students’ competence was better in ‘tenses’ than in ‘aspects’. Similarly, Paudyal (1999) has carried out a study on “Comparative Study of English Language Writing Proficiency in Higher Secondary School of Gulmi and Kathmandu.” The finding of this study was that urban areas students were better than those of the rural areas. This study explicitly shows that Humanities and Science students, especially the girls have better proficiency in English writing. Likewise, Bhattarai (2001) carried out a study on “The Use of Punctuation in Free Writing.” The finding of the study was on only one part of punctuation. The study covered not the whole areas of punctuation, but only the thirteen items of punctuation marks, instead. Similarly Pokharel (2008) carried out a research on “Writing Proficiency of Students from Different Ethnic

Groups.” The findings of this study were that Hill-Brahmin students were highly proficient than ethnic students. Ethnic groups have poor performance in writing proficiency.

1.3 Objectives of the Study

The study had the following objectives:

- i. To determine the writing proficiency of the PETs before and after training.
- ii. To point out some pedagogical implications.

1.4 Significance of the Study

No research has been carried out in the department of English Education regarding PETs and ETTE training. So the value of this research will be an additional advantage for the students of the department itself. As this project is in the first phase, the findings of this research will be invaluable for British Council to see the effectiveness of ETTE training and to evaluate its significance. Similarly, this research work will help primary teachers to know their proficiency and realise the need for further improvement. It will be worthy enough for the government to monitor teachers. In the same way, it will be one of the important literature reviews for other researcher in the same field.

CHAPTER TWO

METHODOLOGY

This chapter deals with the methodology applied to carry out the study. For the completion of the study, the researcher adopted the following methodology:

2.1 Sources of Data

The researcher used both primary and secondary sources for data collection.

2.1.1 Primary Sources

The ninety six PETs of seventy four different schools of Baglung district were the primary source of data for this research.

2.1.2 Secondary Sources

The researcher studied different books like Heaton (1975), Khaniya (2005), Spencer (1983). Similarly he also consulted the different journals, articles, magazines, and also visited some websites like

<http://www.britishcouncil.org/china.htm>

http://www.adams12.org/en//ass_glossary

http://www.teachresources.com/Teacher_Training_Writing
and the researches for the facilitation of the study.

2.2 Population of the Study

The total population of this study was the primary teachers of different Primary Schools of Baglung district. **(See Appendix III)**

2.3 Sampling Procedure

The researcher selected seventy four different schools of Baglung district by using non-random judgmental sampling procedure. The same procedure was used to divide ninety six teachers in four small groups also. Ninety six teachers of Baglung district were the sample of the research.

2.4 Tools for Data Collection

The test items were designed to assess the writing proficiency of the PETs. So, the main tool for the data collection was a test paper.

The researcher selected subjective questions (**See Appendix I**). Test item had both long and short answer type of questions carrying fifty marks.

2.5 Procedure of Data Collection

The researcher used the following procedures to collect the data from the primary sources.

At first the researcher visited the selected district and talked to the authority and got their permission to carry out this study. He also explained the purpose and process of the study. He selected the ninety-six teachers of different schools of Baglung district using non-random sampling procedure.

The researcher developed the test items for pre-test and post-test (same for both pre-test and post-test). A pre-test (**See Appendix: I**) was administered to identify the level of proficiency in writing proficiency prior to the experiment. The teachers were given two hours to attempt the questions and responses were marked.

The researcher along with nine other teacher trainers taught the teachers using student centered methodology (involving Ps actively in teaching learning

activities). And also Ps involved in reflection activities (refreshment, staging, phrase book, action plan, feedback, and peer teaching etc).

Note: Ninety six Pets were divided in to four groups (pink group, red group, blue group, green group). Ten trainers were involved in facilitating them. They planned together, discussed together about the methodology and they observed the classes presented by other trainers. **(See appendix V)**

The Pets were divided into four groups. These PETs were strictly under the supervision of the teacher trainer and taught the New Headway Elementary text book every day, six hours for twenty four days. In the first session, two hours and thirty minutes was allocated for teaching English after that, thirty minutes for reflection session. This session was fruitful to transfer the knowledge and skills in their classroom. During English teaching session Nepali was not allowed. But at the time of reflection they were allowed to speak Nepali also. They recalled, transferred and adapted the methodology in their situation. (Indicator: follow-up and support visit, monitoring and support visit)

Altogether the researcher taught the Pets for 24 days. At last the post-test was taken and the result of both pre-test and post-test were recorded and compared **(See Appendix: IV)**.

2.6 Limitations of the Study

This study had the following limitations:

- i. This research was limited to only seventy four schools of Baglung district.
- ii. It was limited to government school of Baglung district.
- iii. Only writing skill was measured.
- iv. The primary data was collected from the written test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data. The data have been analyzed under the following headings.

- a) Analysis of mechanics
- b) Item-wise analysis

The researcher took seventy four schools to carry out the research. Ninety six PETs were selected from those schools. They were categorized in four different groups.

3.1 Analysis of Mechanics

Analysis of Mechanics included analysis of spelling, punctuation and capital letters. The mechanics used by seventy four schools of Baglung district have been analysed in the following way.

3.1.1 Spelling

In the both pre and post-tests, correct and incorrect uses of spellings have been counted.

Table No. 1:

Spelling Used by the Pets

Test	Total no of words	Correct Response	Percentage	Incorrect Response	Percentage	Difference in percentage
Pre-test	6148	3128	50.87	3020	49.12	1.75
Post-test	9449	6069	64.22	3380	35.77	28.45

The above table shows that the PETs have correctly spelled the words by 50.87% in pre-test thus giving 49.12% incorrect performance. Whereas in post-test the PETs have correctly spelled by 64.22%, thus giving 35.77% incorrect performance. Naturally there is an increment of PETs who correctly spelled in post-test by 13.35%.

The data shows that the PETs have increased the use of correct spelling in post-test and decreased incorrect use of spelling. The result of Pets in the pre-test and post-test shows that the spelling is significant for writing skill.

3.1.2 Punctuation

The punctuation marks used by the Pets have been analysed in the following way.

Table 2:

Punctuation Marks Used by the PETS

Test	Total no of words	Correct Response	Percentage	Incorrect Response	Percentage	Difference in percentage
Pre-test	1903	908	47.71	995	52.28	-4.57
Post-test	2683	1728	64.4	955	35.59	28.21

The above table shows that PETs correctly used the punctuation marks in their language by 47.71% in pre-test and 64.4% in the post-test. Where as they incorrectly used the punctuation marks in their language by 52.28% in pre-test and 35.59% in post-test. Pets have decreased incorrect use of punctuation mark by 16.69%. In total 1902 punctuation marks were used in pre-test. But they used 2683 punctuation marks in post-test.

Although, there was a greater percentage of incorrect use of punctuation marks in pre-test Pets have increased correct use of punctuation marks by 16.69% in post-test. It seems that the use of punctuation mark is useful to develop the writing skill.

3.1.3 Capital Letters

The capital letters used by the Pets have been analysed in the following way.

Table no: 3

Capitals used by the Pets

Test	Total no of words	Correct Response	Percentage	Incorrect Response	Percentage	Difference in percentage
Pre-test	2097	1055	50.03	1042	49.69	0.34
Post-test	2840	1875	66.02	965	33.97	32.05

The above table shows that PETs correctly used the capital letters in their language in pre-test by 50.03% and in post-test by 66.02%. Similarly, they incorrectly used the capital letters in pre-test by 49.69% but the percentage was decreased in post-test. Naturally, they used 33.97% incorrect capital letters in post-test. In total 2097 capital letters used in pre-test. But they used 2840 capital letters in post-test. There was almost similar percentage between correct and incorrect use of capital letters in pre-test. Whereas the difference is significant in post-test. It shows that using correct capital letter is crucial to be a proficient in the English language.

3.2 Item wise Analysis

The performance of PETs on different items has been analyzed in the following way:

Table no: 4

Total proficiency in item A

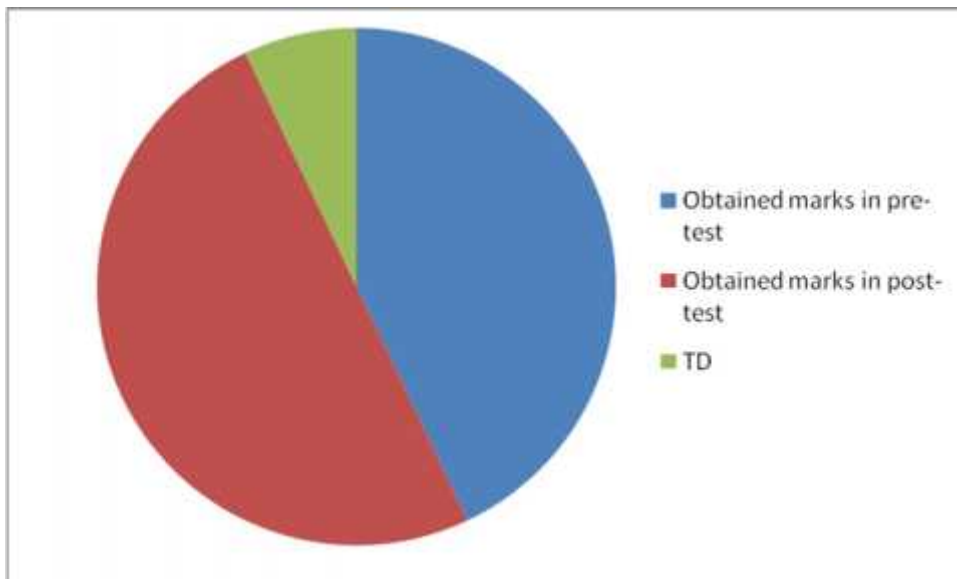
Obtained marks in pre-test	Obtained marks in post-test	TD
1350	1571.5	221.5

The above table shows the total proficiency of PETs in item ‘A’ in which they were asked to answer the short questions. In this test item PETs obtained 1350 marks in pre-test and 1571.5 marks in post-test. Naturally, the increment of PETs score in post is 221.5. It shows that PETs have been improved writing answers shortly in post-test.

This is well illustrated by figure 4 below.

Figure: 2

Total proficiency in item A



It is clearly visible that the marks have been increased in post-test.

Table no: 5

Total proficiency in item B

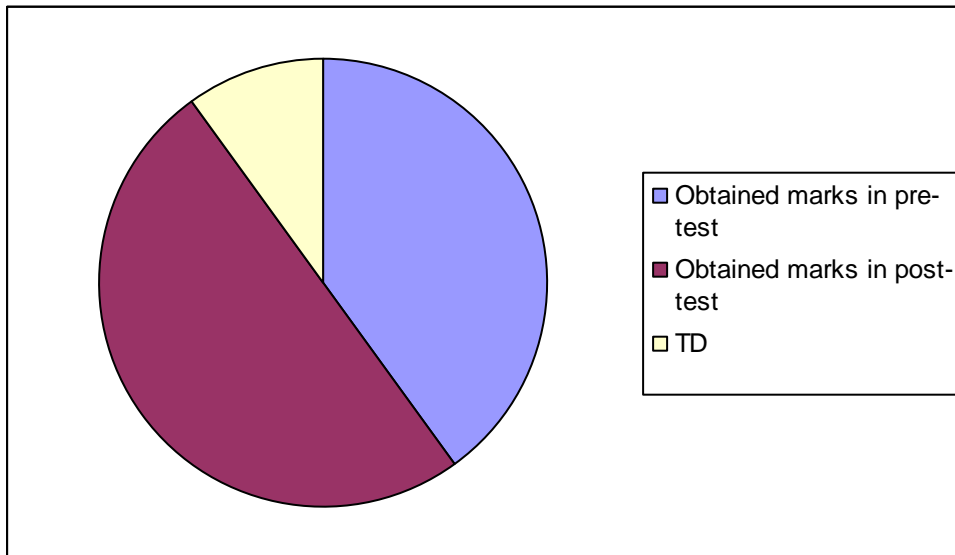
Obtained marks in pre-test	Obtained marks in post-test	TD
1373.5	1716.5	343

The above figure shows the total proficiency of PETs in item 'B' in which the researcher administered essay type questions. In this test item PETs obtained 1373.5 marks in pre-test and 1716.5 marks in post-test. In total the increment of the PETs score in post-test is 343. It shows that PETs have been improved essay writing in post-test by 343 marks.

Figure 5 below also well illustrates this.

Figure: 2

Total proficiency in item B



The total difference between the mark obtained in pre and post-tests is 343. Significant increment seems in item B in comparison to item A.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with findings and recommendations of the research. They are mentioned in the following topics:

4.1 Findings

The major focus of this research was to determine the writing proficiency of the PETs before and after ETTE training or to determine the effectiveness of ETTE training in developing writing proficiency. As a whole, the effectiveness of training is significant because the correct response of post test is increased by 64.73%. In item wise analysis the increment of PETs scoring in post-test is 18.7%.

The findings of the study have been determined on the basis of the results of the groups rather than the responses of the individual teachers.

The findings of the study on the basis of the analysis and interpretation of the data obtained is as below:

1. The effectiveness of ETTE training is relatively better and more effective than other teacher trainings because most of the PETs have improved their writing proficiency in post-test in comparison to pre-test.
2. In pre-test the difference between correct and incorrect responses of PETs in the use of spelling was 1.75% but in post-test the difference is 28.45%. In conclusion, in ETTE training PETs were found to improve in spelling writing.

3. In the case of punctuation marks in the pre-test, PETs incorrectly used them in a huge number. Total difference was -4.57. But in post test the improvement was significant.
4. In the case of correct use of capital letters, in the pre-test the difference between correct and incorrect responses was insignificant, almost alike (0.03%). Where as in post-test, the difference was significantly seen by 32.05%, thus leading to the fact the PETs were much more careful in the use of capital letters.
5. Writing proficiency of PETs seems relatively better in essay type questions than short answer questions. Because the increment of the PETs score in short answers question is 221.5. Whereas it is 343 in essay type questions. It shows that PETs feel comfortable in expressing their answers in long questions rather than giving summary in short answers.

4.2 Recommendations

The following points have been recommended in the light of the findings of the study.

1. ETTE training was effective than other trainings because in ETTE training the focus was given in what to teach (content) and at the same time PETs learnt how to teach (methodology) through reflection. Due to this fact, we can say that ETTE training is better than conventional teacher training. So it should be applied in developing writing proficiency.
2. Free writing should be encouraged. The PETS should be free to express themselves in various writing contents: essay writing, article writing, report writing, letter writing, diary writing, application writing, drama writing, and poem composing and so on.
3. The traditional methods of teaching writing should not be continued. In process writing PETs were able to brainstorm, collect the information than in product writing.
4. Mechanics should not be neglected in teaching writing. It is one of the important components of teaching writing. Because even a single error is counted very seriously. That can bring a change in meaning.
5. Refreshment training should be provided for the PETs in different time span.
6. ETTE training should be provided to the all PETs of Nepal because it seems more effective that other trainings.
7. Follow up and monitoring is essential to make the training effective. So there should be follow up and monitoring visit after training.

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APENDIX – I
TEST TO THE TEACHER

Dear informants,

I am glad to introduce you the questionnaire entitled “**A Comparative Study of PETs on the English Writing Proficiency Before and After ETTE Training**” which is being carried out under the guidance of Mr. Laxmi Bahadur Maharjan, Reader, Department of English Education, Faculty of Education, T.U., Kirtipur.

In this set of questionnaire, my aim is to collect data and compare writing proficiency of primary English teachers of Baglung district before and after ETTE training. I eagerly wait for your cooperation and I want to assure you that your responses will be used for my proposed work only.

I am extremely grateful for your kind co-operation.

Thank you.

Researcher

Bidur K.C.

Name:

Address:

Age:

School’s name:

Group in ETTE:

Teaching experience:

Answer the following questions

A. Short answer questions

I. Describe your best friend on the basis of the following headings:

1. His/her name and address

.....

2. His/her age

.....

3. When did you meet him/her?

.....

4. About his/her village

.....

5. What does she/he like/doesn't like?

.....

6. Where is he/she now a days?

.....

II. Describe your exciting holiday based on the following points:

7. Time you visited

.....

8. Place you visited

.....

9. The person you visited with

.....

10. The means you used while visiting

.....

11. Who were with you while visiting?

.....

12. Any memorable events

.....

III. Write a short paragraph on:

13. Food found in your country

.....

14. Your perfect home

.....

15. Capital city of your country

.....

16. Write down 12 months of the year

.....

B. Essay Type Questions

17. Write a letter to your friend describing ETTE training based on the following clue questions.

i. Who the organizer of this training is?

ii. In which group you are studying?

iii. Why you want to learn English?

iv. Why this training is helpful to you?

18. Describe your village in 100 words

.....

19. Read the advertisement for the job and write a letter

Happy Holidays Want TOURIST GUIDES

- i. Are you over 18?
- ii. Do you like talking to people?
- iii. Do you know your town well?
- iv. Can you speak English?
- v. Are you free from July to September?

Please write to: Peter Mann, Happy Holidays, Central Office, 89 Brook Street, LONDON W1 5PW

.....

THANK YOU FOR TAKING THE TEST

Name: - Yam Bahadur Thapa

Address: - Paimyu Prantkap

Age: - 40

School's name: - Shree Shiddha primary school

Group in ETTE: - Blue

Teaching experience: - Twenty years

Answer the following questions

A. Short answer questions

1. Describe your best friend on the basis of the following headings:

1. His/her name and address

② A Deepa K.C.

2. His/her age

She is twenty five years old.

3. When did you meet him/her?

I met her before two year.

4. About his/her village

① Dhulubaskot 6 Urtani

5. What does she/he like/doesn't like?

She like listeni music.

6. Where is he/she now days?

She is in pokhara nowadays.

40 / 50

Q. N. 17. Ans.

Bijura i Baglung
Oct 23rd, 2008

Dear friend,

I am fine here and want to
come there. I got your kindly letter
yesterday. I am very happy. so happy
I got chance to take part in
ETTE training which was organized
by British Council in the month
Ashad. I was in 'blue' group and
it was very interesting. I am a
teacher and I want to learn English.
It is very helpful for me because
I learnt a lot of knowledge about
English language. It helps me to
speak and write English correctly.

I ~~am~~ hope your kindly
letter again and we will share
our happiness and sorrow in next
letter.

Thank you

Yours friend

Yam Bahadur Thapa

B. Essay Type Questions

17. Write a letter to your friend describing ETTE training based on the following clue questions.

- i. Who the organizer of this training is?
- ii. In which group you are studying?
- iii. Why you want to learn English?
- iv. Why this training is helpful to you?

18. Describe your village in 100 words

19. Read the advertisement for the job and write a letter

Happy Holidays Want TOURIST GUIDES

- i. Are you over 18?
- ii. Do you like talking to people?
- iii. Do you know your town well?
- iv. Can you speak English?
- v. Are you free from July to September?

Please write to: Peter Mann, Happy Holidays, Central Office, 89 Brook Street, LONDON W1 5PW

THANK YOU FOR TAKING THE TEST

Q. N 18. Ans -> My village.

My village's name is Bijuwa It lies in the southern part of Baglung district. It is a small village. Its population is about six hundred. It has about 150 families. The population of male is about 250 and female is about 350. Most of all people are from ~~same~~^{ethnic} group such as: magar, gurung. Some are from pariwar Bishwakarma, Gonds, ba Brahmins, Chhetri etc. All the people are helpful and honest. We celebrate fest.

and festivals together. There is safe drinking water and electricity. There is a primary school where small children get education. It is a beautiful village. I like it most.

The end.

Q.N. 19 Ans. ⇒

To

Peter Mann,

Happy Holidays, Central Office,
89 Brook Street London,

Respected Sir,

Having seen your advertisement in a daily newspaper, I wish to apply for the post of tour guide. I am forty years old man. I can speak English fluently. I like to talk with people. I know very well about our towns. I am free from July to September. If you give me chance to serve it will be great for me.

I am looking forward your hearing soon.

Thank you

Yours sincerely
Yam Bahadur Puroja

APPENDIX: III

Group Blue

S.N.	Teacher's name	School address	Permanent/ Non
			Permanent
1	Homnath Sharma	Kushmi P. School	Permanent
2	Khajraj Paudel	Ja.Ba.Sa.P. School	Permanent
3	Rudra Prasad Sharma	Sarada P. School	Permanent
4	Rudranath Sharma	Snskrit H.S.School	Permanent
5	Thag Bdr. Thapa	C.C.Nagar P. School	Non
			Permanent
6	Baburam Subedi	Janta H.S. School	Permanent
7	Idra Bdr Verma Chhetri	Hugdisir P School	Non
			Permanent
8	Sarita Kumari Paudel	Bal Jyoti P Hugdisir	Permanent
9	Bem Kumari Thapa	Amar P. School	Non
			Permanent

10	Kala Thapa	Shanti P. S. Dhullubaskot- 2	NonPermanent
11	Dil Maya Thapa	Barahakot P. School	Permanent
12	Maya Thapa	Mangalmaya Nepal Tara P. School	Non Permanent
13	Kopila Thapa	Bijuwa L. Sec. School	Non Permanent
14	Chiranjibi Sharma	Dhanchina P. School	Permanent
15	Dambara Devi Sharma	Gyan Jyoti P. School	Permanent
16	Tilak Prasad Kandel	Janta P. School	Permanent
17	Hari Prasad Paudyal	Balbikas P. School	Permanent
18	Yam Bdr Thapa	Shiddha P. School	Permanent
19	Prem Prasad Sharma	Shanti H. S. School	Permanent
20	Rajendra Sharma Paudel	Ghandaki P.School Binamare	Permanent
21	Bir Bahadur Thapa	Janta Sec. S. Rankhani	Permanent
22	Ram Paudel	Janta Sec. S. Pokharibari	Permanent
23	Chaturbhuj Sharma	Melmilp P. School	Permanent
24	Sabitra Gharti Magar	Timureghat P. S. Dhullubaskot-7	Non Permanent

Group Red

S.N.	Teacher's Name	School address	Permanent/ Non Permanent
1	Giri Bahadur Thapa	Krishna P. S. Damek9	Permanent
2	Padam Bahadur Thapa	Bal Bikash P.S. Chhisti-5	Permanent
3	Agnidhar Sapkota	Saraswoti P.S. Dakek- 6	Permanent
4	Tuk Nath Acharya	Janapriya P.S. Rankhani	Non Permanent
5	Ram Bahadur Chhetri	Jana Bhabana P.S. Damek-2	Permanent
6	Posh Raj Acharya	Sarvodaya H.S.S Bareng	Permanent
7	Kul Raj Sharma	Saraswoti P.S. Rayadada-1	Permanent
8	Bed Bahadur Thapa	Krishna P.S. Damek	Permanent
9	Narayan Datta Acharya	Rankhani S. S. Rankhani	Permanent
10	Tarapati Sharma	Araniko P.S. Hugdishir-6	Permanent
11	Tek Bahadur Thapa	Janta P.S. Ramtola- 2	Permanent
12	Prem Bahadur	Bal Saksharata	Permanent

	Thapa	P.S.Rankhani-6	
13	Khadak Bahadur	Rankhani S.S.	Permanent
	Shrees	Rankhani-4	
14	Krishna Puri	Gandaki P.S.	Permanent
		Binamare	
15	Sobanath Poudel	Janajyoti P.S.	Permanent
		Panyothanthap	
16	Prem Prasad	Dhanchina P.S.	Permanent
	Sharma	Rankhani	
17	Bishnu K.C.	Saraswoti P.S.	Non Permanent
		Binamare	
18	Buddhakala Shrees	Pancharatna P.S.	Permanent
		Dhullu Baskot	
19	Fulmaya B.K.	JanaJagriti P.S.	Permanent
		Rankhani-8	
20	Devi Kumari K.C.	Durga P.S. Damek	Non Permanent
21	Neulikala Gurung	Deurali P.S.	Permanent
		Rankhani	
22	Kalpana Sharma	Nepal Tara P.S.	Permanent
		Dhullubaskot-8	
23	Padam Bahadur	Bhrikuti S.S.	Non Permanent
	Thapa	Hugdishir-1	
24	Sati Devi Thapa	Bijuwa L.S.S.	Permanent
		Bijuwa	

Group: Pink

S.N.	Teacher's Name	School Address	Permanent/
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			Non
			Permanent
1	Yamuna Sharma	Shanti H.S.S.	Non
		Kusmishera-5	Permanent
2	Hira K.C.	Dibya Jyoti P.S.	Non
		Damek-3	Permanent
3	Bhagawoti Poudel	Nepal Biswo	Non
		Swotantra P.S.	Permanent
		Dhullubaskot-2	
4	Tara Sharma	Kuidhang P.S. Jaidi-	Permanent
		1	
5	Sabina Ammai	Saraswoti P.S.	Non
		Damek-6	Permanent
6	Gita Devi Sharma	Janachetana P.S.	Permanent
		Kusmishera-6	
7	Gita Devi Sharma	Janakshit S.S.	Permanent
		Arjewa-1	
8	Sita Devi Sharma	Janata P.S.	Permanent
		Rankhani-9	
9	Youbaraj Sharma	Saraswoti P.S.	Permanent
		Kusmishera-8	
10	Dhachananda	Purushodaya L.S.S.	Non
	Verma	Hugdishir-8	Permanent
11	Pravakar Poudel	Saraswoti P.S.	Permanent
		Sarkuwa-4	
12	Lal Bahadur Thapa	Janapriya L.S.S.	Permanent

		Damek	
13	Chintamani Sharma	Satidhunga S.S. Jaidi-3	Non Permanent
14	Prem Prasad Sharma	Chanda Chardra Nagar P.S. Rayadada	Permanent
15	Ganesh Bahadur K.C.	Janasikshit S.S. Arjewa-1	Non Permanent
16	Krishna Prasad Poudel	Wanling P.S. Chhisti-2	Permanent
17	Til Prasad Poudyal	Laxmi P.S. Noola Damek	Permanent
18	Keshab Sapkota	Bharapuri S.S. Damek-8	Permanent
19	Tika Ram Sapkota	Bhartpuri S.S. Damek-8	Permanent
20	Mahesh Achrya	Sankar P.S. Rankhani-6	Permanent
21	Govinad Prasad Sharma	DhulluLiuwa S.S. Dhullubaskot-3	Permanent
22	Tek Bahadur Pun	Janata P.S. Rankhani-9	Non Permanent
23	Prem Sharma Poudyal	Sarbodaya Janak S.S. Binamare-4	Permanent
24	Tulshi Ram Sharma	Bhir kutee S.S. Hugdishir-1	Non Permanent

Group: Green

S.N.	Teacher's Name	School Address	Permanent/ Non Permanent
1	Jamuna Sharma	Bhagawoti S.S. Jaidi	Permanent
2	Khira Thapa	Ekata P.S. Paiyun	Non Permanent
3	Salik Ram Sapkota	Suntalachaur S.S. Damek-5	Permanent
4	Ganga Dhar Sapkota	Suntalachaur S.S. Damek-5	Permanent
5	Ishori Raj Sharma	Saraswoti L.S.S. Jaidi-8	Permanent
6	Devi Kumari Sharma	Janata S.S. Paiyun	Non Permanent
7	Khira Kumari Shahi	Rajat Jayanti P.S. Paiyun	Permanent
8	Daya Ram Poudel	Gaun Pharka L.S.S. Paiyun-4	Permanent
9	Bhabiswor Acharya	Janata S.S. Rankhani-6	Permanent
10	Chudamani Sharma	Janajyoti P.S. Hugdishir-8	Permanent

11	Yam Narayan Poudel	Sirjana P.S. Hugdishir	Non Permanent
12	Dipa Rana	Sarvodaya H.S.S Bareng	Non Permanent
13	Sita Kumari Chhetri	Janapriya L.S.S. Damek-3	Permanent
14	Rishi Ram Poudel	Jaimini P.S. Tunibot	Permanent
15	Krishna Raj Pant	Sarvodaya Janak S.S. Binamare	Permanent
16	Shiv Prasad Poudel	Barahakot P.S. Hugdishir	Permanent
17	Chiranjibi Sharma	Pallopakha Communiti L.S.S. Kusmishera	Non Permanent
18	Arun Poudel	Sarada P.S. Jaidi	Permanent
19	Humkali Sharma	Janta P.S. Rayadada	Non Permanent
20	Balbhadra Sharma	Gyan Jyoti P.S. Jaidi	Permanent
21	Harilal Sapkota	Okhale P.S. Rayada- 7	Permanent
22	Ravi Regmi	Sarvodaya P.S. Moula-6	Permanent
23	Prem Poudel	Jaimini P.S. Tunibot	Permanent
24	Ananda Ammai	Shibalaya L.S.S. Damek-7	Permanent

APPENDIX: IV

Short answer questions (item A)

S.N.	Pre test	Post test	TD
1	06	08	-2
2	10	11	-1
3	14	17	-3
4	09	12	-3
5	08	09	-1
6	07	11	-4
7	15	17	-2
8	07	10	-3
9	08	11	-3
10	06	10	-4
11	11	16	-5
12	15	17	-2
13	10	12.5	-2.5
14	09	11	-2
15	13	15.5	-2.5
16	11	12	-1
17	08	10	-2
18	12	14	-2
19	11	13.5	-2.5
20	09	10	-1
21	10	12	-2
22	11	12	-1
23	08	10	-2
24	14	16	-2

S.N.	Pre test	Post test	TD
25	08	10	-2
26	16	17	-1
27	06	10	-4
28	11	12	-1
29	07	10	-3
30	14.5	16.5	-2
31	13.5	16.5	-3
32	12	13	-1
33	10	11	-1
34	08	10	-2
35	09	10	-1
36	16.5	18	-1.5
37	13	15	-2
38	14	16	-2
39	17	19	-2
40	11	12	-1
41	10	12	-2
42	17	19	-2
43	15	17	-2
44	10	11	-1
45	15	17	-2
46	09	11	-2
47	09	10.5	-1.5
48	15	18	-3

S.N.	Pre test	Post test	TD
49	09	10	-1
50	15	17	-2
51	15	16	-1
52	17	18	-1
53	08	11	-3
54	10	12	-2
55	11	13	-2
56	09	11	-2
57	06	10	-4
58	10	12	-2
59	08	10	-2
60	14	15.5	-1.5
61	10	12	-2
62	13	15	-2
63	08	10	-2
64	12	14	-2
65	09	10	-1
66	11	12	-1
67	10	13	-3
68	12	13	-1
69	09	10	-1
70	15	17	-2
71	09	10	-1
72	09	10	-1

S.N.	Pre test	Post test	TD
73	11	15	-4
74	15	18	-3
75	12	15.5	-3.5
76	16	17	-1
77	10	14	-4
78	17	19	-2
79	14	16	-2
80	15	18	-3
81	12	15	-3
82	13	16	-3
83	11	14	-3
84	15	16.5	-1.5
85	06	11	-5
86	13	16	-3
87	15	16.5	-1.5
88	13	17	-4
89	15	17	-2
90	08	10.5	-2.5
91	15	17	-2
92	16	19	-3
93	11	13	-2
94	09	13	-4
95	10	14	-4
96	12	15	-3

Long Answer Question (item B)

S.N.	Pre test	Post test	TD
1	13	15	-2
2	16	17	-1
3	17	20	-3
4	12	15	-3
5	19	22	-3
6	12	14	-2
7	17	20	-3
8	18	20	-2
9	14	17	-3
10	13	16	-3
11	16	20	-4
12	23	26	-3
13	15	17	-2
14	14	17	-3
15	20	23	-3
16	15	17	-2
17	18	20	-2
18	22	27	-5
19	17	19	-2
20	15	18	-3
21	14	18	-4
22	18	20	-2
23	13	15	-2
24	17	19	-2

S.N.	Pre test	Post test	TD
25	15	18	-3
26	17	19	-2
27	16	19	-3
28	14	18	-4
29	14	15	-1
30	14	16	-2
31	19	21	-2
32	17	18	-1
33	15	17	-2
34	14	17	-3
35	13	17	-4
36	22	26	-4
37	17	20	-3
38	21	25	-4
39	23	26	-3
40	19	20	-1
41	17	18	-1
42	17	20	-3
43	21	25	-4
44	15	17	-2
45	20	23	-3
46	17	19	-2
47	14	16	-2
48	20	24	-4

S.N.	Pre test	Post test	TD
49	13	15.5	-2.5
50	18	21	-3
51	19	20	-1
52	20	22	-2
53	17	20	-3
54	16	18	-2
55	17	19	-2
56	15	18	-3
57	07	12	-5
58	16	19	-3
59	14	16	-2
60	18	19	-1
61	17	19	-2
62	20	25	-5
63	13	16	-3
64	20	26	-6
65	14	16	-2
66	17	18	-1
67	18	20	-2
68	16	19	-3
69	15	18	-3
70	24	28	-4
71	15	17	-2
72	16	19	-3

S.N.	Pre test	Post test	TD
73	14	18	-4
74	19	21	-2
75	18	22	-4
76	19	21	-2
77	18	22	-4
78	20	25	-5
79	20	24	-4
80	19	21	-2
81	20	24	-4
82	20	22	-2
83	17	19	-2
84	20	27	-7
85	10	15	-5
86	22	25	-3
87	19	20	-1
88	17	20	-3
89	24	26	-2
90	14	16	-2
91	26	28	-2
92	17	21	-4
93	18	21	-3
94	14	18	-4
95	17	21.5	-4.5
96	16	18	-2