

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Specially, language is a means of communication, gifted by god to human beings in the world. Human beings use the language to exchange and express their emotions, feelings, ideas, desires etc. between and among them. Language is a specific and very complex to understand and it is different in different societies. It depends on social norms and values and cultures of these societies. We use language to deliver our visions, opinions, attitudes and so on. Without language, our society can't move as well as we can't survive any movement.

Language is a system of communication with means of verbal symbols. Basically, the term 'language' we mean the human language. The human language is different from the limited means of communication among animals. Moreover, human verbal language is different from the other non-verbal code system of communication among the human beings themselves. Besides many other features, the human verbal language is mainly characterized by structural complexity and functional diversity. As we study the human language we find many unique characteristics like: creativity complexity, arbitrariness, specialization, cultural transmission, social institution, reflexiveness etc.

Language is also a powerful tool to create, maintain, control and regulate the social institution. All forms of social institution, technological advancement, scientific inventions and many more areas that are covered by language in general. Language in a normal sense is a dynamic process by which all new creations, further interpretation and explanation is possible.

Language is a system which functions, and made up of different unities. The unites combine in certain functions and certain mutual relationship like the society, government, family or human body and so on. The units of language have distinct functions, relations and which work together within a system of language.

Language is a skill. It is also a device or weapon that human beings used to have things done. Unlike other branches of language, linguistics also deals with language and its system of the context. The branch of linguistics called pragmatics that sees language as action. The basic function of language is that of naming objects or ideas. When language is used, it is always used in a context. The act of language used is influenced by the conditions of the context which includes who the addresser and addressee are, what the channel is and other factors like social and physical circumstances. From a linguist's point of view, any language is a collection of varieties of linguistics use which differ according to the governing factor of the context.

Richards et al. (1985) says "Language is a system of human communication by means of a structured arrangement of sound to form larger units e.g. morpheme, words, sentence"(p.31), like this Spair (1978) defines "Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of system of voluntarily produced symbols" (p.8). Language as a subject of linguistics means the specifically and uniquely human phenomenon, behavior aptitude or ability for communicating by using words. It is a means of communication too, language as it matters to the linguistics which deals with the verbal system of communication i.e. possible simply using different words.

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a communication by word of mouth. It is the mental faculty or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication. A language is the written and spoken methods of combining words to create meaning used by a particular group of people.

Language, so far as we know, is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings. Language

therefore remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes.

1.1.1 English Language and Its Role in Communication

The world at present needs English language as a means of communication in the heart of everybody, every country and everywhere. English language has become the greatest and the most popular language around the world. Even we may please people also are using it for our better living standard. English is associated with each aspect of human life for example telephone, cell phone, medicine, news paper, internet etc. we can see there is a use of English language the most. English is an international language and very common language of the modern era. People use it in various fields of life as economics, politics, commerce, science, technology, education. In addition, it is widely used in the tourism and travel. Thus the popularity of English is increasing everywhere. Highlighting on the importance of English, Crystal (1997, p.61) opines “There has never been a language so widely spread or spoken by so many people as English.” so English has become an essential part of our life. English is regarded as the powerful tool to widen our mental horizon. Hence, Pandey (1996, p.246) comments

English is undoubtedly of vital importance for accelerating the modernization process in Nepal, and in so far as education is an agent of such a process, the place of English in Nepalese Education as a foreign language is a secure and unassailable because it is one of the preconditions for promoting technical education.

According to Bhattra (1994,p.226), “ English has become indispensable vehicle to the transmission of modern civilization into the nation. It is a passport through which one can visit the whole world and one who knows English can enjoy the advantage of the world citizens”. Therefore, English only can face the challenges of science, economics, commerce, politics, etc. English has become a mirage experience to the learners and English can only satisfy the hunger and thirst of the active learners. The importance of English language in the global age can't be minimized. It is the principal language for international communication and gateway to the world of knowledge. English language is given great to the education system of Nepal. It is

now thought as a compulsory subject right from the grade one to bachelor level. Teachers who teach English as a second language know very well how important vocabulary is.

Communication refers to a process of exchanging ideas, thoughts, facts, feelings and experiences from one person to another or from one organization to another organization or person. Communication refers to process of exchanging information, ideas and attitudes from one person to another. Mass communication is the large scale dissemination of symbolic contents to heterogeneous and geographically dispersed audience. Communication is concerned with exchanging information between and among the people. Language, moreover, is a tool or an instrument of communication which may take place using different types of sensory model such as auditory, visual, tactile, olfactory, or gustatory. Among them auditory vocal and visual are the most common and popular modes of communication.

According to Lewis and Hill,(1992,p.9) English is useful because:

- a. You can talk to lots of new people.
- b. You can use English when you are traveling.
- c. You can understand films and T.V. Programs.
- d. You can understand pop songs.
- e. It helps you to get a good job.
- f. You need it if you want to study at university.
- g. People do business in English all over the world.
- h. You can understand more about the world if you can read American magazines and Newspapers.
- i. It is the international language for most people.
- j. You can read English literature in the original language.

That is why the importance of English is increasing and it is getting popularity throughout the world. English language plays the vital role in each sector of human understanding. It is a global language which occupies a dominant position in the world. Millions of the people have been learning English day by day. So the scope of English has been widening in a great speed. Many important books, magazines and

newspapers are written in English, on the other hand, most of the scientists, exports, authors and professors use English to share their ideas.

1.1.2 Mass Media and Language

Mass media are the tools or means of communications which helps people exchanging information, experiences, ideas and cultural norms and values to one another via speech and written scripts. Similarly, mass media refers to those media that are designed to be consumed by large audiences through the printing or electronics media. The mass has no social organization, customs and tradition, no established set of rules or rituals, no organized group of sentiments, no structure or no status roles and no established leadership. It merely consists of aggregation of individuals who are separate, detached and anonymous.

Mass media help to carry and communicate the message at any corner of the world in a short span of time. According to D'Souza (1971), "Mass media as the name suggests are media which reach the mass spread over the vast area simultaneously". (as cited in Saud,2061,p.7) The term mass media refers to the organized means for communicating openly and at a distance to many receivers within a short space of time. Mass media are modern technological/electronic media which involve technical devices and which have been developed especially for the purpose of communication.

The world at present which is synonymously called the world of technology. People cannot survive without receiving information and entertainments from the mass media. Mostly people have been using television, radio, internet, news papers as a source of information and entertainment. Different media publish or broadcast the matters using different language but English language has been given priority. Every country has their own national language but the mass media from these countries have been focusing upon English language. In the Nepalese context, English language has become as a national language in each sector like education, trade and commerce, medicine, sports, economics etc. Nepali mass media have been using Nepali and English language since the time of their establishment. The well known media houses like Kantipur Publication, APCA House, Republica Publication etc. have been publishing their news papers in both English and Nepali language. Unlike Nepal, English language occupies its place in the news media in other countries too.

The socio-linguistics and mass communication researches study media discourse for various purposes. Today, language of news media is very prominent and pervasive in our society. As a student of mass media, we have to understand as to how language works, how it affects our perceptions of other and ourselves, how it is produced and how it is shaped by ourselves.

The language used by mass media can be called a register of language as it differs from the language used in other fields. Moreover, with in the media, language of one medium differs from that of other medium though some similarities may appear. So while talking about media language, qualification such as "relatively" and "to some degree" is important because not all texts have boundaries, which are equally easy to identify or use language, which is equally distinctive.

The language that covers the interest of people in diverse area because it touches upon linguistics, socio-linguistics, discourse analysis; communication studies, sociology and psychology. Bell (1994. p.4) gives the following reasons for studying media language:

- a. Accessibility of media as a source of data for some language features they want to study.
- b. Interest in some aspect of media language.
- c. Interest in the way the media use some language features also found in ordinary speech.
- d. Taking advantage of how the media communication situation manipulates language in a revealing way.
- e. Interest in media's role in affecting language in wider society.
- f. Interest language in how media language affects attitudes and opinions in society.

1.1.3 Print Media

Mass media are broadly divided into two categories viz print media and electronic media. The media that are found in printed form are called print media whereas the media that are not found in printed form they are called electronic media. Print media are the oldest form of mass communication. Print media are so named because they make use of printed symbols to communicate messages to the receivers. With the

invention of printing press, handwritten texts proliferated and people became educated.

Print media include books and manuals; newspapers, magazines and periodicals; brochures and prospectuses; pamphlets, posters, banners, signboards, traffic signs and signals; charts, graphs, diagram, tables, caption writing; menus and bills. They are composed of words inscribed on something by some sort of ink.

We can also call them representation media as they use symbolic codes of prints like graphics and photographic. Print media usually relies on technical devices for producing messages and enabling these messages to be stored, passed over a distance and reproduced in the absence of the participants. On the other hand, these media differ from the presentational media such as public speaking in that they make use of some technical devices for communicating messages.

Basically, print media comprise the following there:

- Book
- Magazine
- Newspaper

Mainly, the present research is focused only on newspaper. Here newspaper is taken as a sampling population.

1.1.4 Newspaper

A newspaper is a printed publication issued usually daily or weekly with news. Advertisement, articles on various subjects etc. Mehata (1979) defines. “ Newspapers is any printed (including cyclostyled) periodical work containing public news or comments on public news".(p.285) A newspaper is an unbound serial publication issued at frequent intervals and devoted primarily to the news which are issued daily or weekly on folded sheets. Thus, it has regular and frequent appearance. It contains news articles and advertisements. It tries to inform the readers objectively what is happening in their societies and country. It is famous for bringing certain issues in focus. Similarly, it is popular for providing different sorts of news.

Basically, newspaper consists of different types of news categories:

- Political
- Social
- Economical
- Business
- Sports

1.1.5 News

News is information on current issues or events which are transferred to the people through print media and electronic media. News is a report of an event, not event itself. Regarding news the event is reported by journalists or reporters. Gamble and Gamble (1989) have quoted Chris Koch's definition of news thus, "News generally involves an event which is observed either by the journalists or another individual and this observation is recreated or reported to an audience". (As cited in Bhattarai, 2002,p.25). Agee et. al, (1982) says "News is information people urgently need in getting bearings a rapidly changing world. Where the situation is ambiguous or there are alternatives, or a decision has to be made, any information on that might affect the outcome is news" (p.11).

From the above definitions, it is can be concluded that news is a report of an event not the event itself. Thus, event should be recorded by a medium of mass. Communication to be the news we should not forget the basic ideas: prominence, proximity, consequence, timeliness and human interests. News is based on current issues including different fields which evoke human interests to the human beings. News could be of various types. Some of the categories which are directly related to news are politics, murders, sports, human rights, business, landslides and economics.

1.1.6 Sports News

Sports news, which is one of the types of different news related to mass media which talks about current issues on sports all over the world. It is such type of news which provides adequate information about the sports world and its effect occurs in other fields. Sports nowadays has become a subject of interest for all, particularly young

generation is fond of sports. Worldwide sports events like FIFA World Cup, ICC World Cup, and UEFA Euro Cup are very popular among young generation.

Sports news gives adequate information about the sporty world. Most of the people are interested to know about political and accident news. Some people show their interest on business and sports news, because political and accident news takes most places in world than business and sports news. Basically, those people who are interested on business and sports news are related to these fields. But in India, most of the people show interest on sports news even celebrities, ministers, prime minister, doctors, pilots as well as common people which have not their capacity to pay to charge. Different people from different professions reach to the stadiums in order to watch the live game, even significant numbers of females also cheer up their favorite team.

In the Nepalese context, sports news papers are read by a few people. Although number of sports news readers are increasing day by day. Mostly teen age group from urban and rural-urban linkage area like sports news the most. This age group likes football, cricket, basketball; other outdoor games are given much attention.

The word 'Sport' comes from the 'old French' 'Disport' meaning 'leisure', with the oldest definition in English from around 1300 being 'anything humans find amusing or entertainment. In organized sport, records of performance are often kept, and for popular sports, this information may be widely announced or reported in sports news. In addition, sport is a major source of entertainment for non participants, with spectator sports drawing large crowds to venues, and reading wider audiences through sports broadcasting.

1.1.7 Language Skills

Reading is an important aspect of teaching/learning language. Reading skill is one of the four language skills. It comes under receptive skill. Reading is a process of communication from the writers to the readers. It involves the reorganization of printed letters, words, phrases, clauses, and in some respects, it can be considered a simple process than comprehension. It is a process of understanding a text in its simple sense. Understanding a text means comprehending a text. Thus reading is the total

understanding of message or text. The main objective of teaching a language is to enable the learner to communicate using the language. Actually, language learning or teaching requires the development of four skills namely listening, speaking, reading and writing. It is essential to give equal emphasis to all four skills of language to get mastery over it.

The four skills mentioned above can be divided into two groups: receptive and productive skills. According to the division, listening and reading grouped under receptive skills and speaking and writing come under productive skills. Though listening and reading are considered receptive skills, sometimes they are also called passive skills. But in reality a listener or reader, during the period of listening and reading, does not stay passive but, receives something and it leads her/him towards productive skills. Without receiving anything, producing is not possible. Information and knowledge can be received either by listening or by reading any material. Thus we can say that receptive skills are the prerequisite for the productive skills. So they are interrelated to each other.

1.1.8 Reading Ability

Reading ability can be defined as the effective process to draw meaning from the printed page and interpret this information appropriately. At the most basic level reading is the recognition of words. From simple recognition of the individual letters and combination of these letters to form a particular word to what each word means as part of a text is reading ability of students. In English, as in many other languages, different combinations of the same letters can be used to form different words completely different meanings, so the letters t, c, a can make cat and act (Which has a number of meanings form do something to behave in certain ways, to perform in a play or film). Recognition of the ahead word is not enough on it's own to constitute reading. Reading involves variety of skills like recognizing the script of language, deducting the meaning and use of unfamiliar lexical items, understanding cohesion between parts of text through grammatical cohesion device.

Reading opens the gates of knowledge. Reading ability has been defined an many ways, reading means understanding or making sense of a given text. It is the total understanding or making sense of a given text. It is the total of a message in a text.

We must also keep in mind the purpose of the text from the writer's point of view. Somebody wrote the text and they had a reason for doing so. The writer has a message she/he wants to convey and they encode this message in the words and style they choose. The reader then tries to decode the message by reading the same words. This encoding and decoding doesn't simply exist on the level of meaning but also on the level of why the text was written. There are various types of reading. Reading can be categorized on the basis of different factors like pace/speed, noise, attention, and general purpose. These different types of reading are given below:

- a) Rapid reading
- b) Silent reading
- c) Reading aloud
- d) Skimming
- e) Scanning
- f) Extensive reading
- g) Intensive reading

1.1.9 Reading Comprehension

Reading comprehension is the process of extracting information from the text. In a sense reading comprehension means complete understanding of a text. Likewise, reading comprehension is essentially needed for the students of the higher and advanced levels. Furthermore, we do not need aloud while reading any text in our real life situation, because we want to extract information from the text. Hence, reading comprehension is the process of extracting three levels of meaning from the printed patterns. They are 'lexical meaning', means the semantic content of the words and expression. (Grammatical or structural meaning) refers to the relationships among words, parts of words, or from the order of words. 'Socio-cultural meaning' is related to the evaluation which people of his own cultural meaning is related to the evaluation which people attach to the words and group of words he is reading. It is done quickly. The main purpose of reading comprehension is to understand the given text. Reading silently is suitable for reading comprehension. Textual knowledge is the ability to perceive the cohesive relationship of one item with the rest of the sentence in a text. It involves knowledge of several aspects, skills and components of a language at a time. It tests language skill in general.

1.2 Review of the Related Literature

Review of related literature is the critical study of the research carried out on the related field. They have directed towards the present research in order to enrich this research as a dignified document simply making connection to the past. Thus, past and present form a reciprocal and simultaneous relationship. The present research can't be an exceptional one because it has also followed the same tradition i.e. past to the present.

Giri (1991) carried out a study on "A Comparative study of English language proficiency of the student studying at grade nine in secondary school of Kathmandu and Doti "He found that students out of the valley were poorer in English proficiency than those inside the valley.

Baral (1999) carried out a research entitled "Language used in the field of Tourism". His main objective of study was to analyze language functions, sentence patterns and vocabulary items commonly used in the field of tourism. Observation was his main research tool for data collection. Finally, he concluded that language used in the field of tourism is different from the usual language and also found out that there is no uniformity in the use of structure of the language of this field.

Shrestha (2000) carried out a research entitled "An analysis of Newspaper Headlines: a Descriptive study". The main objective of his study was to analyze the news paper headlines from the point of view of structures, tenses and aspects. The research tool was observation in his study. In this research he concludes that newspaper headlines has own style of writing which is different from general writing.

Upadhyaya (2003) carried out a research entitled "The Language used in Brochures". The main objective of his study was to analyze language in terms of tense, voice and structure. Observation was used as main tools for data collection. He concluded that verbs less slogans and finite sentences were found the most frequently and no finite sentences were found the least frequently.

Bharati (2006) carried out a research entitled "Proficiency in Understanding Newspapers Headlines". He concludes that students have shown medium proficiency in understanding news paper headlines and there is no big difference between boys and girls but boys are found to be slightly more proficient than girls in understanding news paper headlines. He also found that students understand national news better than international news and students of humanities and education are less proficiency than the students of management.

Sharma (2007) carried a research entitled "Language used in Newspaper, Editorials: a Descriptive Study". The main objective of the study was to analyze language used in newspaper editorials in terms of sentence types, voice, tense, aspect, length of editorial and sentence length. Observation was his tool for the data collection. He has tried to show the similarities and differences between English newspapers from Nepali and English newspapers from abroad.

Sharma (2008) carried out the research entitled 'Language Used in Business News' The main purpose of the study was to find out the to analyzed language used in business news in terms of word class (major and minor), voice (active and passive), tense (past and non-past) and sentence type (simple, compound and complex) and aspect (perfective and progressive). He concluded that complex sentences are used maximally in the business news of all three types sentences. Simple and compound sentences are also used in limited number covering he second and third position respectively.

The above review shows that none of the researches have been carried out in this topic, "Proficiency Of Grade Nine Students in Understanding Sports News". The present study is different from the rest of the study in the sense that no study has been done yet on this topic. It also attempted to compare the proficiency of grade nine students in understanding Sports News.

1.3 Objectives of the study

The research was carried out to fulfill the following objectives:

- a) To find out the reading proficiency of Grade nine students in Understanding sports news.
- b) To compare their proficiency in terms of different variables.
 - i. Boys vs. Girls.
 - ii. Government school vs. Private school.
 - iii. Item wise performance.
- c) To point out some pedagogical implications on the basis of finding of the study.

1.4 Significance of the study

The present study is useful for the future students who may interest to study on mass media. It will be good sources material for language teaching and learning. It will also be helpful to those people who are interested towards sports and to the students of Journalism and mass media. Likewise, this study will have directly reliance to the learning and teaching of current B.Ed. English course entitled “English for Mass Media”, “Communicative English” and “A Text Book for Language and Linguistics” Moreover, it will equally be useful for journalists, editors, publishers, curriculum and course designers and other people who are directly and indirectly involved in mass media. At last, the researcher will hope that the study will have global significance as well.

1.5 Definition of the terms

Institution:-	An educational, financial, organization having a Particular purpose.
International News:-	News related to happenings outside Nepal.
Medium:-	A way of sharing communication information between and among the people
Proficiency:-	Skillfulness in the command of fundamentals deriving from practice and familiarity

Political News:-	News related to political events
Respondents:-	A person who answers questions, especially in a survey.
Statistical Tools:-	Collection of information shown in numbers
Summation:-	Collection of different parts that forms a complete account.
Sports News:-	News related to games and sports
Variable:-	A situation, number or quantity that can vary or be varied
Gender:-	The properties that distinguish organisms on the basis of their reproductive roles.

CHAPTER-TWO

METHODOLOGY

2.1 Introduction

Methodology is a process in which a set of methods and principles are used to perform a particular activity. Research, indeed, is not only a process of finding the solutions to a problem but also an art of scientific investigation.

In research, methodology notices us about sources of data (either primary or secondary or both used in research), population of the study, tools of data collection, process of data collection and limitations of the study in details. Methodology is essential to carry out perfect research work. Methodology presents a process of findings of a problem in systematic way.

The present research work is based on comparative study. Methodology of this research work is presented below in a systematic way. To fulfill the aforementioned objectives of the present study, the researcher adopted the following methodology.

2.2 Source of Data

The researcher has used both primary and secondary sources of data.

2.2.1 Primary Sources of Data:

The research is a scientific and systematic task of investigation in any subject matter in any discipline. It helps the researcher to get the valid and authentic information from the data. In the present study, as the primary source of data, twenty students were taken from private school (Prerana Higher Secondary English Boarding School and other twenty students were from government school (Naya Kiran Secondary School) located in Bharatpur , Chitwan.

2.2.2 Secondary Sources of Data:

The researcher took help from various books written by different national and international writers which present in the references in this research. The Kathmandu

Post and the Himalayan Times were also used widely while preparing this research as a secondary data sources.

2.3 Population of the Study

Forty students from grade 9 were selected for the study population. These students were selected from Prerana Higher Secondary English Boarding School and Naya Kiran Secondary School in Chitwan district for achieving the objectives.

2.3.1 Sampling Procedure

For the purpose of carrying out this research work, the sample population was taken from one private school and one government school in chitwan .All the sample population consisted of forty students of grade 9 studying in two different schools in Bharatpur , Chitwan. Out of forty students, twenty of them were boys and remaining twenty students were girls from each school: private school and government school.

2.4 Tools for Data Collection

The tools of data collection were conducted as differently by providing three different news stories that include national and international sports respectively cricket, football and basketball. First of all, students were given three different news stories along with related questions. The questions were designed as short answer questions, fill in the blanks and finding vocabularies.

2.5 Process of Data Collection

First of all, the researcher developed the tools and determined time and marks. Then, the researcher took necessary permission from the concerned school administration. According to the permission of school administration, the researcher entered the classroom. After a short introduction and purpose of her arrival in the classroom, the researcher distributed the questions for ten male and ten female students by using simple random sampling method in each school. The researcher provided students 20 minutes for answering the questions in each item. After the ending of the given time,

the researcher collected the answers sheet and the researcher checked them and collected the data in proper time.

2.6 Limitations of the Study

To include a large area in this small research was impossible due to the limited research and time. However, under certain limitation, this research highlighted on the comparison of proficiency of grade nine students in understanding sports news .This research will have following limitations.

- a) Only the forty students of grade nine were the primary source of data.
- b) The test items consisted of 4 short questions, 3 fill in the blanks and 3 from writing vocabularies.
- c) Questions were concerned only about sports news.
- d) The study was done in two different schools (one government and another private school).
- e) Only the easily available daily English newspapers, The Kathmandu Post and The Himalayan Times were used.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

3.1 Introduction

This chapter of the present research consists of the analysis and interpretation of the data collected from students of both government school and private school of class nine, Bharatpur, Chitwan. Analysis means the detailed study or examination of something in order to understand more about it. Similarly, the term interpretation means the particular way in which something is understood or explained in a scientific way by means of different statistical tools such as average marks, means, percentage etc .To achieve the objectives of the study, the data acquired from the sample students were gathered, checked, compared and systematically analyzed. The data were classified into different categories and sub-categories according to the objective of the study. The researcher used different methods while analyzing the data. The researcher not only used descriptive methods but also used some statistical tools such as average marks, percentage, schools wise marks tabulation and means used to carry out the research as objectively as possible.

3.2 Process of Data Analysis

After preparing the test items, the researcher distributed the test items by using simple random sampling method to the students of different schools in Bharatpur, Chitwan and were administered in a proper way. All the answer sheets were gathered and checked. One test item consists of 10 marks. For each correct answer one marks was given but was designed as short answer question (4 questions for 4 marks), fill in the blanks with appropriate words (3 fill in the blanks for 3 marks) and finding vocabularies (3 marks form3 questions) and total mark was listed on the top of the answer sheet. The researcher has analyzed the collected data on the basis of gender, faculty and test items converting into percentage by the help of the following method:

$$\% = \frac{\text{Marks Scored}}{\text{Full Marks}} \times 100$$

Then after, output of the formula was calculated and put as basis for the average and mean value. For average percentage the following method was used.

$$\text{Average Marks} = \frac{\Sigma \times (\text{Summation of marks})}{N (\text{Number of Students})}$$

By getting average marks scored by boys and girls from Prerana Higher Secondary English Boarding School and Naya Kiran Secondary School students, total average marks were calculated. The secured scores were compared between boys and girls, government school and private school students and Test Item I, II, and III.

3.3 Marks obtained by different Schools Groups in Different Test Items (In Average)

Table No. 1

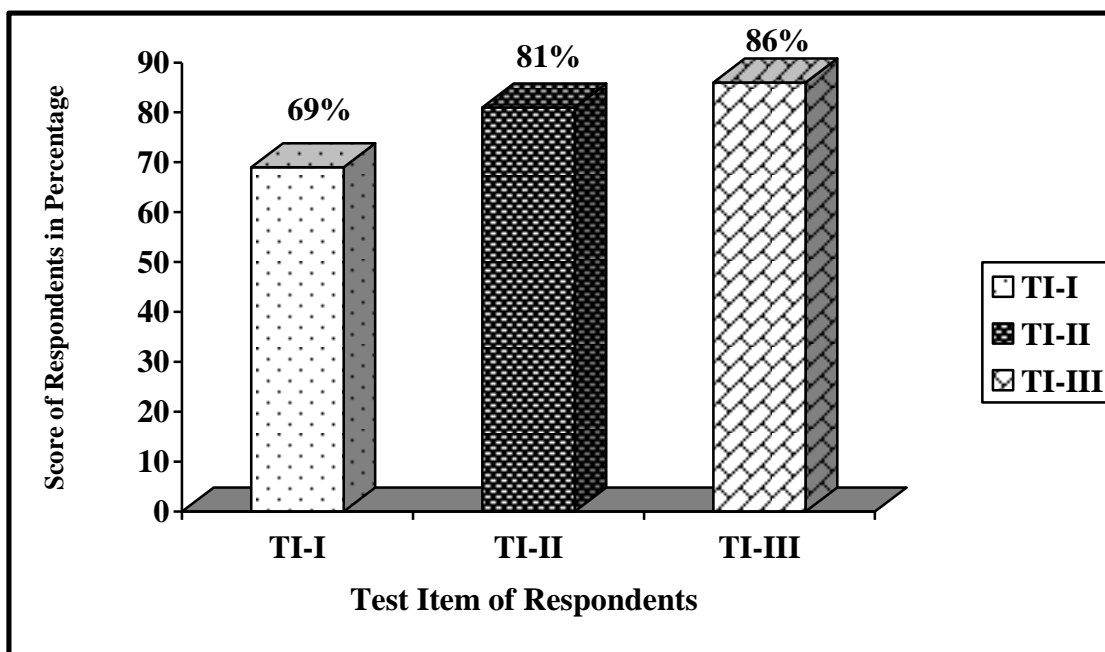
Analysis of Reading Proficiency of the Boy Students of N.K.S.S.

S.N	Test Items	F.M 10										Total	Percentage	A.M
		Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10			
1	TI-I	7	9	6	6	8	6	8	6	6	7	69	69	6.9
2	TI-II	9	9	9	7	9	8	8	8	8	6	81	81	8.1
3	TI-III	8	10	9	8	9	7	10	7	9	9	86	86	8.6

The table above illustrates the average marks and percentage of reading proficiency of boy students from N.K.S.S. Baharatpur , Chitwan . Each test item has 10 full marks. In this category two students out of ten performed excellent performance securing 10 marks out of ten, it was possible in item three. In test item one, the students got 69 total marks and their average percentage was 69 and average marks was 6.9 out of 10. On the other hand, the students got 81% in test item two and their average score mark was 8.1. At last, the students got 86% in test item three; their average mark was 8.6 out of 10. The boy students of N.K.S.S. got highest mark in test items three. Hence, the item three was the easiest item in this category.

Figure No.1

Analysis of Reading Proficiency of Boy Students of N.K.S.S.



This figure presents the average percentage of all test items of reading proficiency of boy students of N.K.S.S. Bharatpur, Chitwan. According to this figure, in test item one, boy students of N.K.S.S. scored 69%. Similarly, in test item two, boy students of N.K.S.S. got 81%. On the other hand, they scored 86% in the test item three. It was the highest percentage of them in reading proficiency of sports news.

Table No. 2

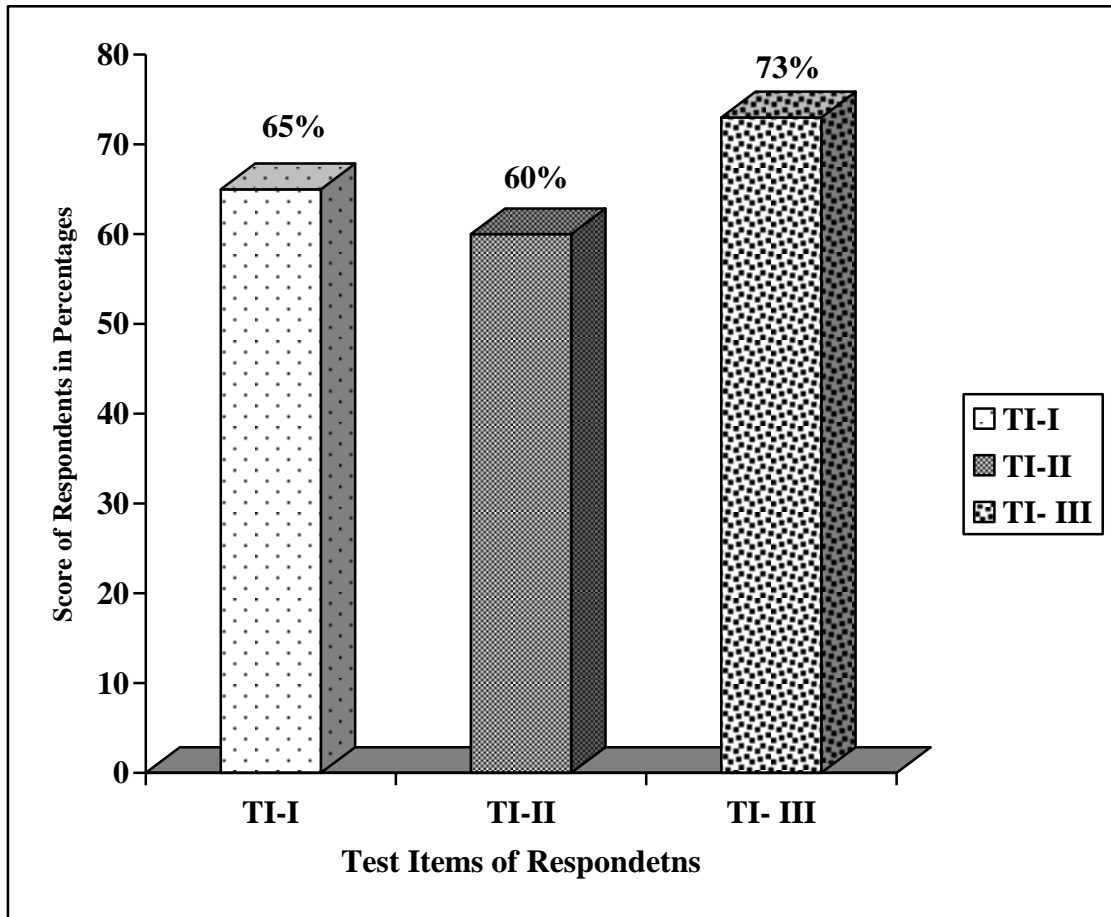
Analysis of Reading Proficiency of Girl Students of N.K.S.S.

S.N	Test Items	F.M 10										Total	Percentage	A.M
		Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10			
1	TI-I	6	7	9	8	7	6	6	5	5	6	65	65	6.5
2	TI-II	8	5	7	6	8	7	5	5	4	5	60	60	6.0
3	TI- III	9	9	8	9	7	6	7	7	6	5	73	73	7.3

This table represents the average marks and percentage of reading proficiency of girl students of N.K.S.S. In test item one, the students obtained 6.5 marks i.e. 65%. On the other hand, the students scored 6.0 marks in the test item two. Their percentage was 60 in the respective item. Similarly, in the test item three,

students secured 73% and their average mark was 7.3. It was the highest mark obtained by girl students from N.K.S.S. Thus, the girls from N.K.S.S. performed better in the test item three.

Figure No. 2
Analysis of Reading Proficiency of Girl Students of N.K.S.S.



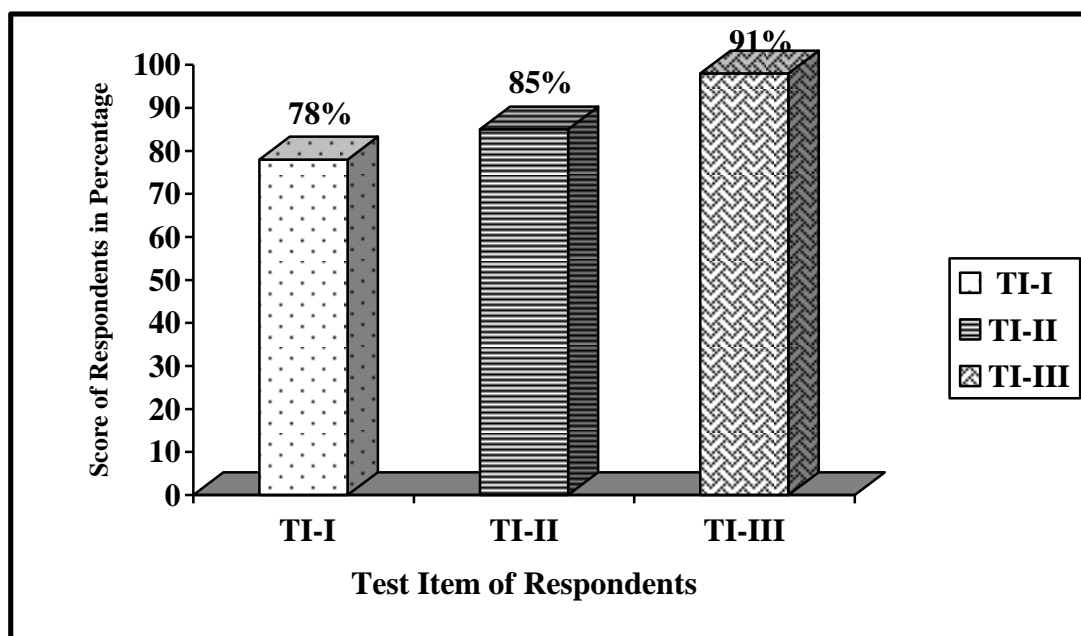
The figure above shows the average percentage of girl students of N.K.S.S. Bharatpur, Chitwan. According to this figure, in test item one, girl students of N.K.S.S. got 65%. Likewise, they scored 60% in test item two. Similarly, in test item three, their score was 73%. It was the highest percentage of them among the test items.

Table No. 3
Analysis of Reading Proficiency of Boy Students of P.H.S.E.B.S.

S.N	Test Items	F.M 10										Total	Percentage	A.M
		Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10			
1	TI-I	7	8	7	9	7	8	8	8	7	9	78	78	7.8
2	TI-II	9	9	9	8	8	7	8	9	9	9	85	85	8.5
3	TI-III	9	8	8	8	10	10	9	10	10	9	91	91	9.1

The above mentioned table shows the average score of boy students of P.H.S.E.B.S. According to this table, in test item one; the students secured 7.8 average marks. Their percentage was 78. And average percentage was the lowest percentage among the boy students. On the other hand, in test item two, the boy students got 8.5 marks .Their percentage was 85. The students got 9.1 marks in test item three. Their percentage was 91. It was the highest percentage of reading proficiency of boy students of P.H.S.E.B.S.

Figure No. 3
Analysis of Reading Proficiency of Boy Students of P.H.S.E.B.S.



This figure presents the average percentage of all test items of the boy students of P.H.S.E.B.S. According to this figure, in test item one, the boy students from P.H.S.E.B.S scored 78%. Their performance was 85% in the test item two. Similarly,

in test item three, the students from the same class scored 91%. It was the highest marks of this school.

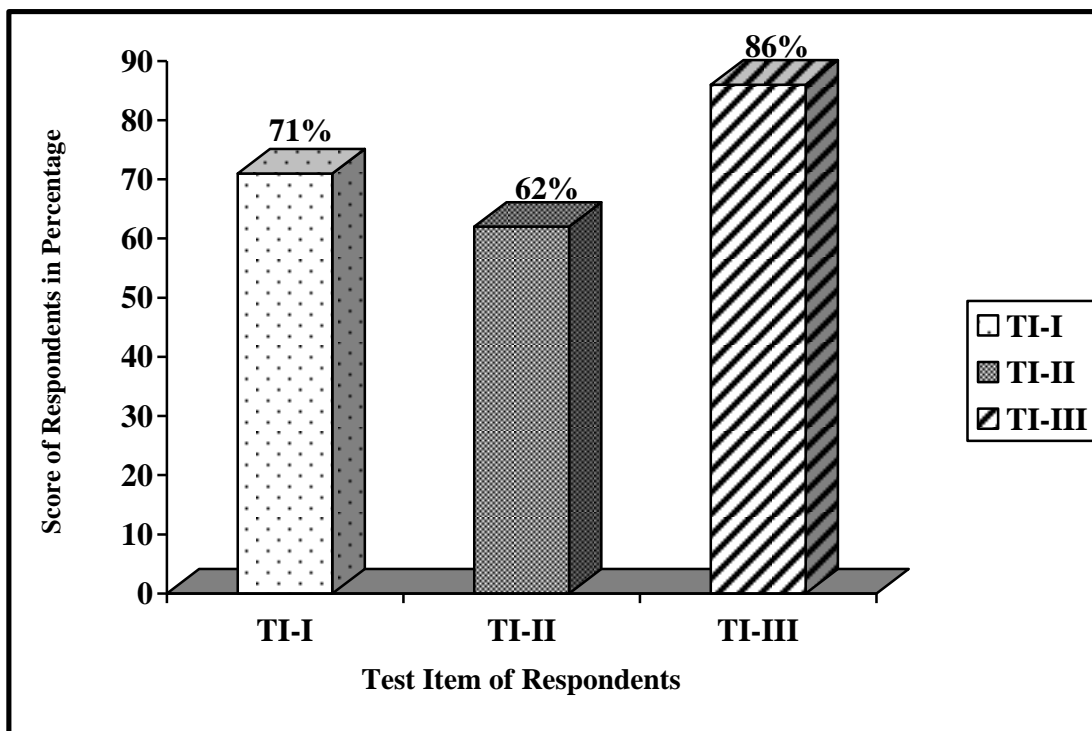
Table No. 4
Analysis of Reading Proficiency of Girl Students of P.H.S.E.B.S.

S.N	Test Items	F.M 10										Total	Percentage	A.M
		Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10			
1	TI-I	7	6	6	8	6	9	8	6	8	7	71	71	7.1
2	TI-II	7	5	4	5	6	7	7	6	8	7	62	62	6.2
3	TI-III	9	8	9	9	6	6	8	7	7	7	86	86	8.6

This table shows the average score of girl students of Prerana Higher Secondary English Boarding School. According to this table, in test item one, the students of P.H.S.E.B.S. Secured 7.1 average marks. Their percentage was 71. On the other hand, in test item two, the girl students secured 6.2 marks and average percentage was 62. It was the lowest percentage among the three test items. The students got 8.6 marks in test item three. Their percentage was 86%. It was the highest percentage of reading proficiency among girl students of P.H.S.E.B.S.

Figure No. 4

Analysis of Reading Proficiency of Girl Students of P.H.S.E.B.S.



The figure above presents the average percentage of all test items of the girl students of P.H.S.E.B.S. Chitwan. According to this table, in test item one, the girl students of scored 71%. On the other hand, the students got 62% in the test item two. Similarly, in test item three, the students scored 86%. It was the highest mark of this students group. Hence, it shows that they were weak in cricket news.

3.4 Analysis of Data In terms of Gender

Table No. 5

Analysis of Total Average Mark of Boy Students of N.K.S.S. and P.H.S.E.B.S.

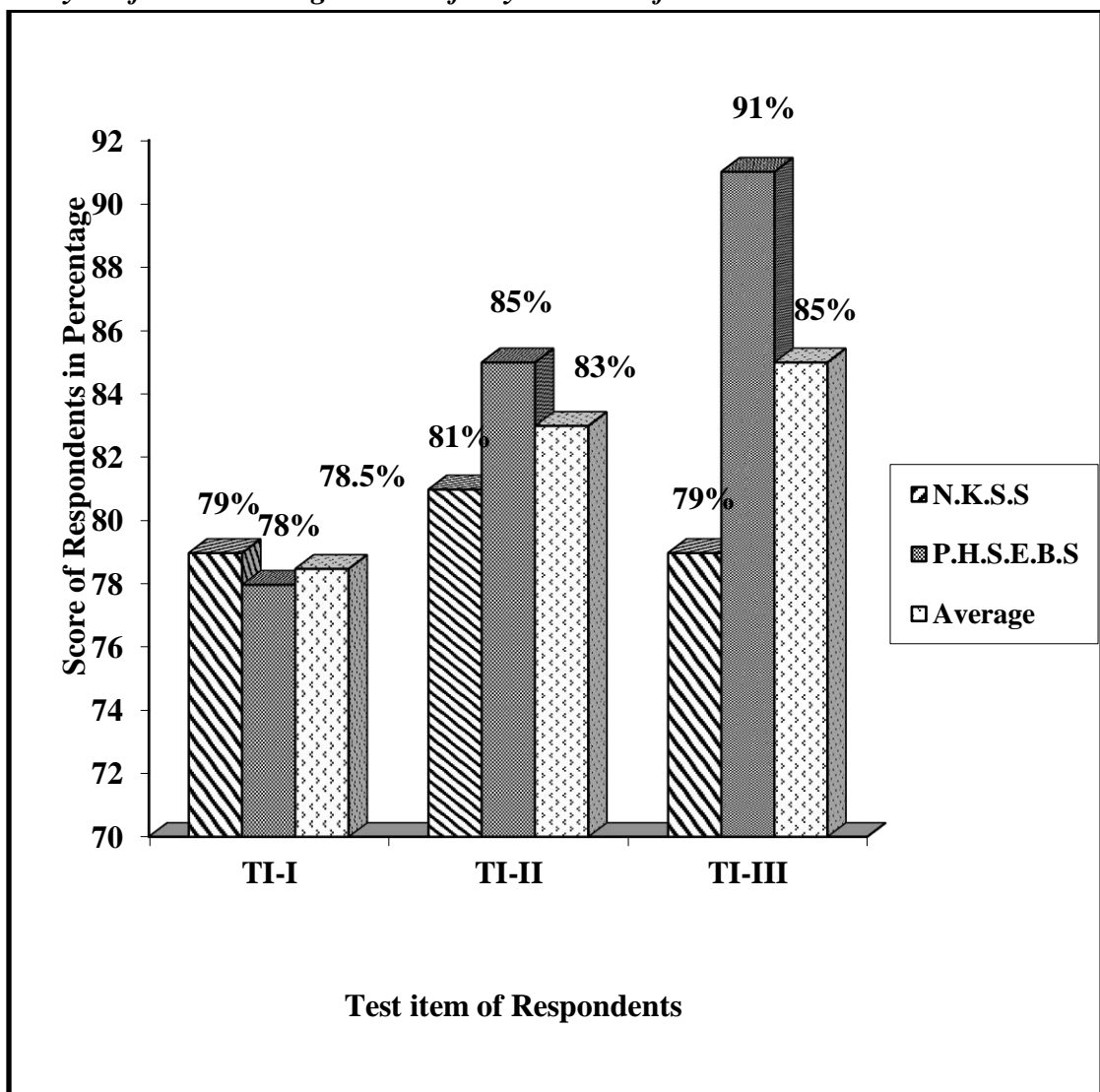
S.N.	Type of groups	Test Item I		Test Item II		Test Item III		Total	
		Marks	%	Marks	%	Marks	%	Marks	%
1	Boy students of N.K.S.S.	7.9	79	8.1	81	7.9	79	7.96	79.6
2	Boy students of P.H.S.E.B.S.	7.8	78	8.5	85	9.1	91	8.46	84.6
		7.85	78.5	8.3	83	8.5	85	8.22	82.2
Total									

The table above illustrates the average score of the selected boy students of N.K.S.S. and P.H.S.E.B.S. According to this table, in test item one and three, the boy students

of N.K.S.S. got 7.9 as an average marks. Their percentage was 79. In test item two, they got 8.1 marks and 81%. Similarly, the boy students of P.H.S.E.B.S scored 7.8 an average mark in test item one. In test item two, they got 8.5 and in test item three, they scored 9.1 marks. Total average marks of boy students of N.K.S.S. and P.H.S.E.B.S. was 7.85 marks in test item one and test item two, they got 8.3 an average marks. They scored 8.5 an average marks in test item three. Hence, the boys from P.H.S.E.B.S. scored 5 % more marks than that of boys from N.K.S.S.

Figure No. 5

Analysis of Total Average Marks of Boy Students of N.K.S.S. and P.H.S.E.B.S.



This figure presents the average marks and percentage of all test items of boy students of N.K.S.S. and P.H.S.E.B.S. According to this table, in test item one, boy students of N.K.S.S. scored 79% and boy students of P.H.S.E.B. scored 78% and their average marks was 7.85. On the other hand, in test item two, the boy students of N.K.S.S. secured 81%. Similarly, the boy students of P.H.S.E.B.S. scored 8.5 marks and their average score was 8.3. Likewise, the boy student of N.K.S.S. scored 79% in test item three. The boy students of P.H.S.E.B.S. got 91% in test item three. And their average percentage was 85 in this test item.

Table No. 6

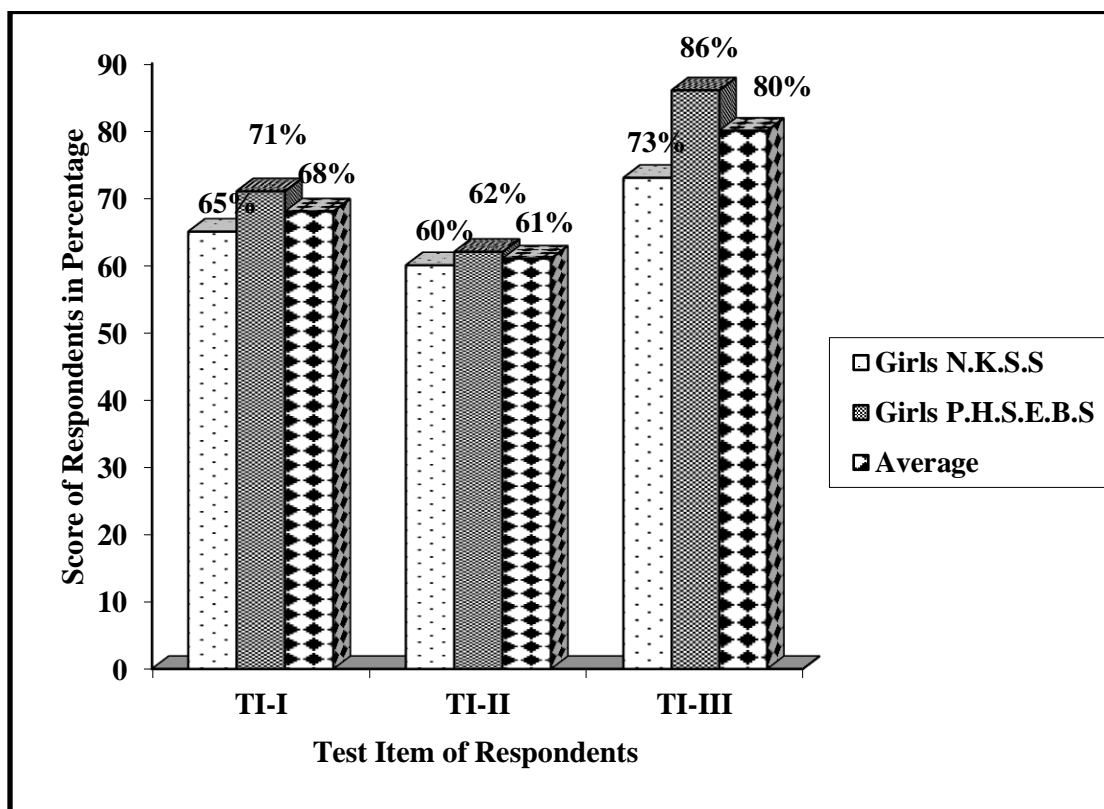
Analysis of Total Average Marks of Girl Students of N.K.S.S. and P.H.S.E.B.S.

S.N.	Type of groups	Test Item I		Test ItemII		Test Item III		Grand Total	
		Marks	%	Marks	%	Marks	%	Marks	%
1	Girl students of N.K.S.S.	6.5	65	6.0	60	7.3	73	6.6	66
2	Girl students of P.H.S.E.B.S.	7.1	71	6.2	62	8.6	86	7.3	73
		6.8	68	6.1	61	7.95	79.5	6.95	69.5
Total									

This table shows the average score and percentage of girl students of N.K.S.S. and P.H.S.E.B.S. According to this table, in test item one, girl students of N.K.S.S. scored 6.5 marks, i.e. 65%. Similarly, in test item two, they got 6.0 marks, i.e. 60%. Likewise, girl students of this school obtained 7.3 marks, i.e. 73%, in test item three. On the other hand, girl students of P.H.S.E.B.S. obtained 7.1 marks, i.e. 71%, in test item one. In test item two, they got 6.2 marks, i.e. 62%. Similarly, in test item three, girl students of P.H.S.E.B.S. obtained 8.6 marks, i.e. 86%. Likewise, in test item one, total average marks of girl students of two schools have 6.8, i.e. 68%. They scored 6.1 marks in test item two and their percentage was 61%. In test item three, they scored 7.95 marks, i.e. 79.5%. Thus, the girl students of P.H.S.E.B.S. have a better competency in understanding of sports news in comparison to those of the students from N.K.S.S.

Figure No. 6

Analysis of Total Average Marks of Girl Students of N.K.S.S. and P.H.S.E.B.S.



This figure above represents the average marks and percentage of all test items of girl students of N.K.S.S. and P.H.S.E.B.S., Chitwan. According to this figure, in test item one, girl students of N.K.S.S. scored 65% and girl students of P.H.S.E.B.S. scored 71% and their total average marks and percentage was 68. On the other hand test item two, the girl students of N.K.S.S. scored 60% and girl students of P.H.S.E.B.S. scored 62%. Their average percentage was 61%. Similarly, in test item three, the girl students of N.K.S.S. got 73% and girl students of P.H.S.E.B.S. got 86%. And their average percentage was 80%. It was highest percentage.

Table No. 7

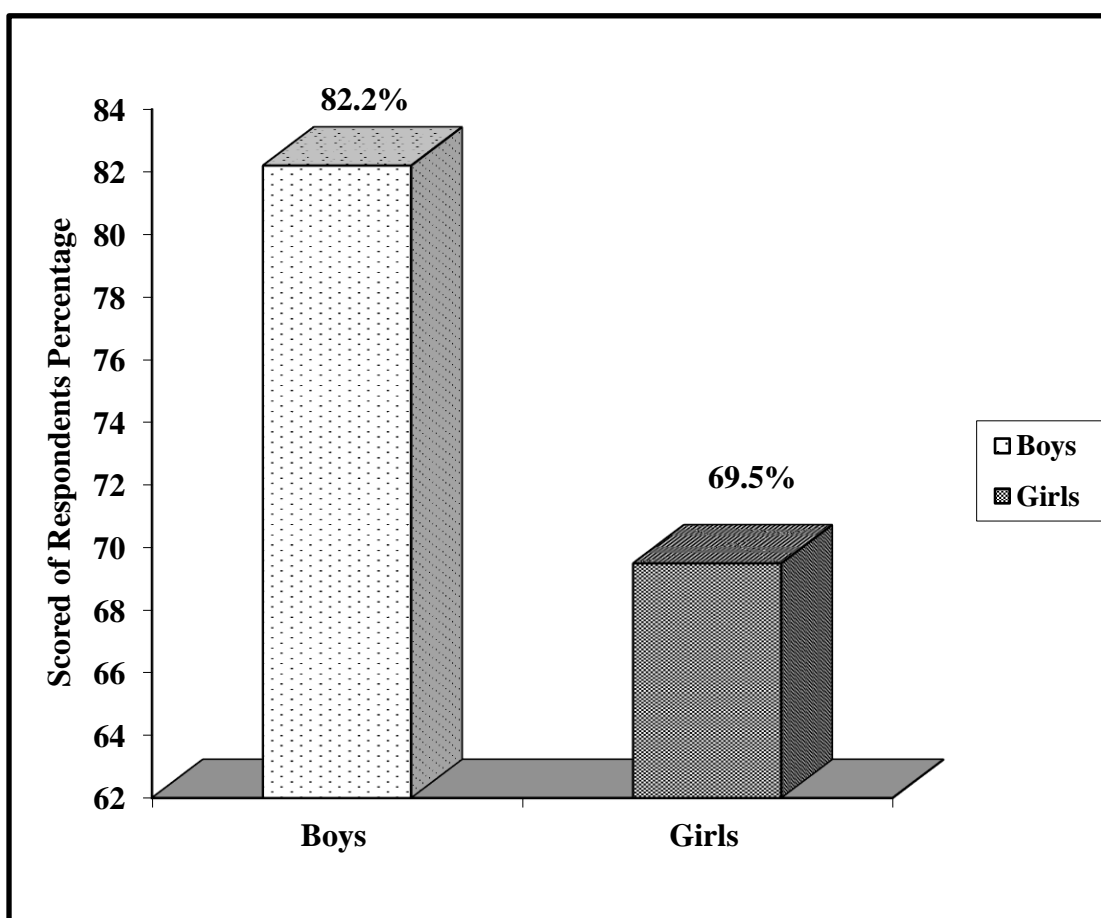
Analysis of Gender Wise Reading Proficiency of Sampled Students

S.N	Gender	Item I		Item II		Item III		Grand Total	
		Marks	%	Marks	%	Marks	%	Marks	%
1	Boys	7.85	78.5	8.3	83	8.5	85	8.22	82.2
2	Girls	6.8	68	6.1	61	7.95	79.5	6.95	69.5

The table above shows gender wise comparison of reading proficiency of Grade 9 students from Naya Kiran Secondary School and Prerana Higher Secondary English Boarding School. According to this study, it was found that the girl students had less effect on proficiency in understanding sports news. However, some girl students had some efforts reading sports news published in the national English dailies. In test item one boy students have better performance by 10.5 percentage than the girls. More surprisingly, in test item two, boy students had significant performance as they were 22% ahead than that of the girls. However, in test item three, both the boys and girls had relatively similar performance but boys seemed to be slightly ahead of the girls securing 79.5% which was just 5.5% than the girl students.

Figure No.7

Analysis of Gender Wise Reading Proficiency of Sampled Students



The figure above displays the percentage that the respondents obtained in the test this diagram shows percentage obtained by the boy and girl students of private school and government school. Name of gender are given below where students were involved in

this sampled study. According to this diagram, the reading proficiency in understanding sports news of boy students was 82.2%. Similarly, the proficiency in understanding sport news of girl students was 69.5%. Thus, the figure presents the ideas that boys have better understanding of sports news in comparison to the girls.

3.5 Analysis of Data in terms of Schools (Government School vs Private School)

Table No. 8

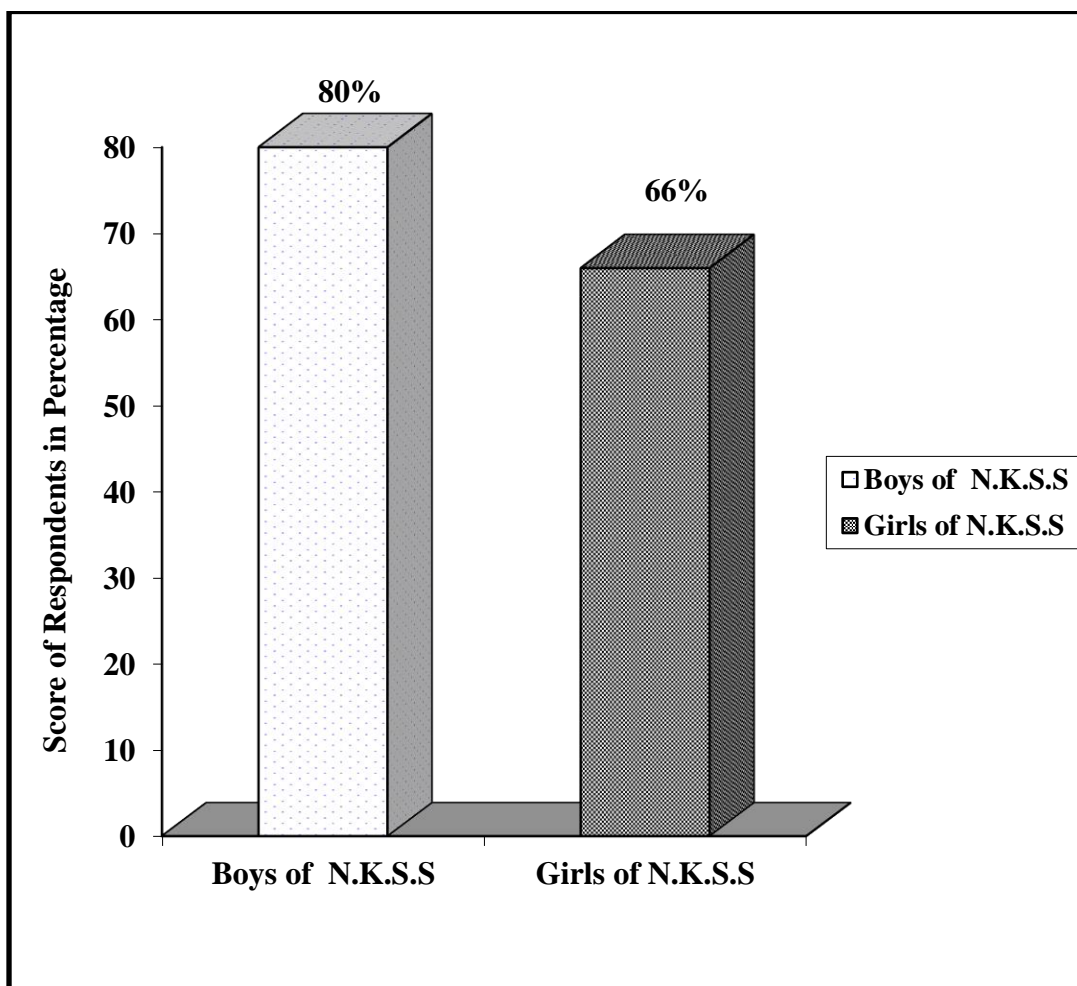
Analysis of Reading Proficiency of Government School (N.K.S.S).

S.N	Gender	Item I		Item II		Item III		Grand Total	
		Marks	%	Marks	%	Marks	%	Marks	%
1	Boys	7.9	79	8.1	81	7.9	79	8.0	80
2	Girls	6.5	65	6.0	60	7.3	73	6.6	66
Total		7.2	72	7.1	71	7.6	76	7.3	73

The table above provides the information of reading proficiency of sports news of N.K.S.S. According to this table, in test item one, boy students of N.K.S.S. scored 7.9 marks i.e. 79%. The girl students from the same school scored 6.5 marks, i.e. 65%. Their average mark was 7.2 and their percentage was 72. On the other hand, in test item two, boy students of grade nine of N.K.S.S. scored 8.1marks i.e. 81%. Similarly, girl students of same school 6.0 marks, i.e. 60%. Their average marks were 7.1 and their percentage was 71. On the other hand, in test item three, boy students of this school scored 7.9 marks i.e. 79%. The girl students scored 7.3 marks, i.e. 73%. Their average mark was 7.6 and their percentage was 76%.

Figure No.8

Analysis of Reading Proficiency of Government School (N.K.S.S.)



This bar graph displays the percentage that the respondents obtained in the tests. This bar chart shows percentage obtained by the boy students and girl students of government school. Name of gender are given above where students were involved in this sample study. According to this diagram the reading proficiency in sports news of boy students of government school was 80%. On the other hand, the proficiency of understanding sports news of girl students of grade 9 from same school was 66%. Hence, it is concluded that boys had better understanding in sports news in comparison to the girls from the same class.

Table No. 9

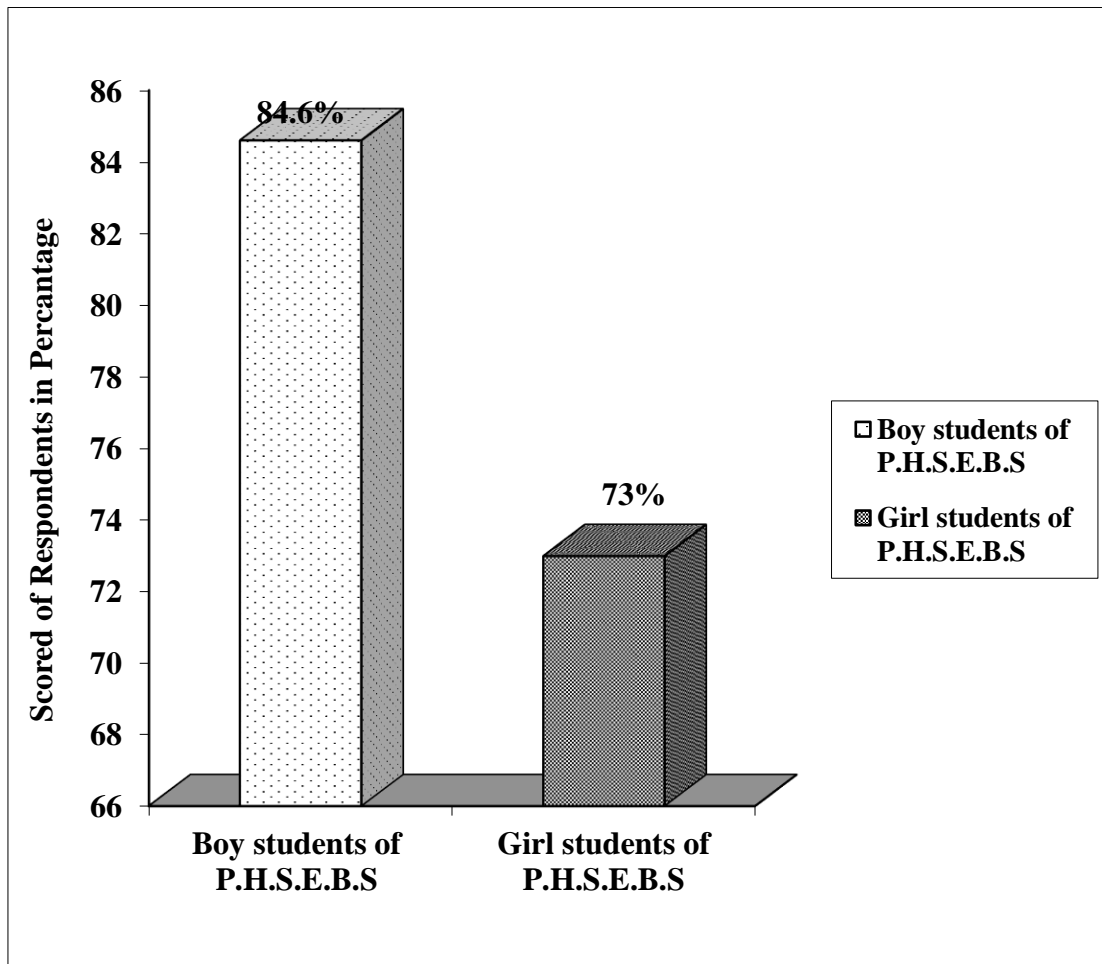
Analysis of Reading Proficiency of Private School (P.H.S.E.B.S.)

S.N.	Gender	Test Item I		Test Item II		Test Item III		Grand Total	
		Marks	%	Marks	%	Marks	%	Marks	%
1	Boy students of private school	7.8	78	8.5	85	9.1	91	8.46	84.6
2	Girl students of private school	7.1	71	6.2	62	8.6	86	7.3	73
Total		7.45	74.5	7.35	73.5	8.9	89	7.88	78.8

The table above presents the reading proficiency in understanding sports news of grade 9 students of private school. According to this table, in test item boy students of same school scored 7.8 marks, i.e. 78%. In test item two, boy students from the same school scored 8.5 marks i.e.85%. Likewise, in test item three, they scored 9.1 marks, i.e. 91%. On the other hand, girl students represented from the same class scored 7.1 marks, i.e. 71% in test item one. In test item two, they obtained 6.2 marks, i.e. 62%. Similarly, they scored 8.6marks, i.e. 86% in test item three. Hence, the boys from same class performed well than that of the girls from the same class. They were ahead by 11.6% in average.

Figure No. 9

Analysis of Reading Proficiency of Private School



The figure presents the average percentage of the students from private school. According to this diagram, the boy students represented from private school secured 84.6%. Similarly, the girl students from the same class secured 73%. This diagram clearly shows that the performance of boys is better than that of girls of grade 9 of private school.

Table No. 10

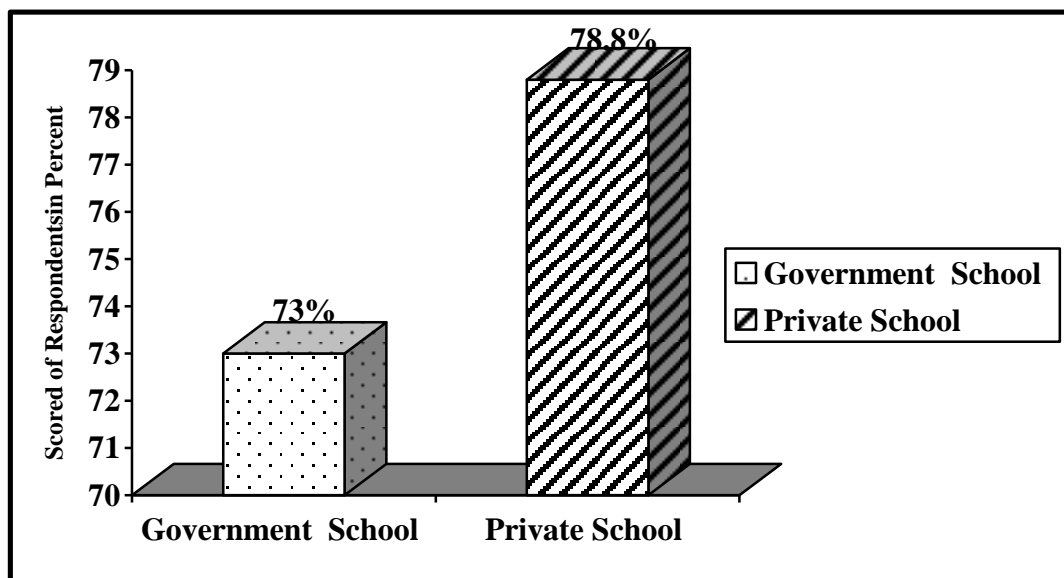
Comparison of Total Average Marks between Government School and Private School

S.N	Type of schools	Test Item I		Test Item II		Test Item III		Grand Total	
		Marks	%	Marks	%	Marks	%	Marks	%
1	Government School	7.2	72	7.1	71	7.6	76	7.3	73
2	Private School	7.45	74.5	7.35	73.5	8.9	89	7.88	78.8

This table shows the average marks and percentage of selected sample population from government school and private school. According to this table, in test item one, the students from government scored 7.2 average marks. Similar students from private school got 7.45 average marks, i.e. 74.5%. On the other hand, in test item two, the students of government school scored 7.1 marks, i.e. 71% whereas the students of private school scored 7.35 marks, i.e. 73.5% in the respective test item. Similarly, in test item three, the students of government school scored 7.6 marks, i.e. 76% .The students of private school scored 8.9 marks,89% . In short, the sampled students from private school had better proficiency in understanding of sports news than that of the sampled students from government school.

Figure No. 10

Comparison of Total Average Marks between Government School and Private School



This figure above presents the average scores of the students represented from two different schools. According to this bar graph, the student of N.K.S.S. scored 73% whereas the students of private or P.H.S.E.B.S. scored 84.6% in the same reading text. The performance of private school students is better than that of the students from government school.

3.6 Analysis of Data in terms of Test Items

Boy Students of N.K.S.S.

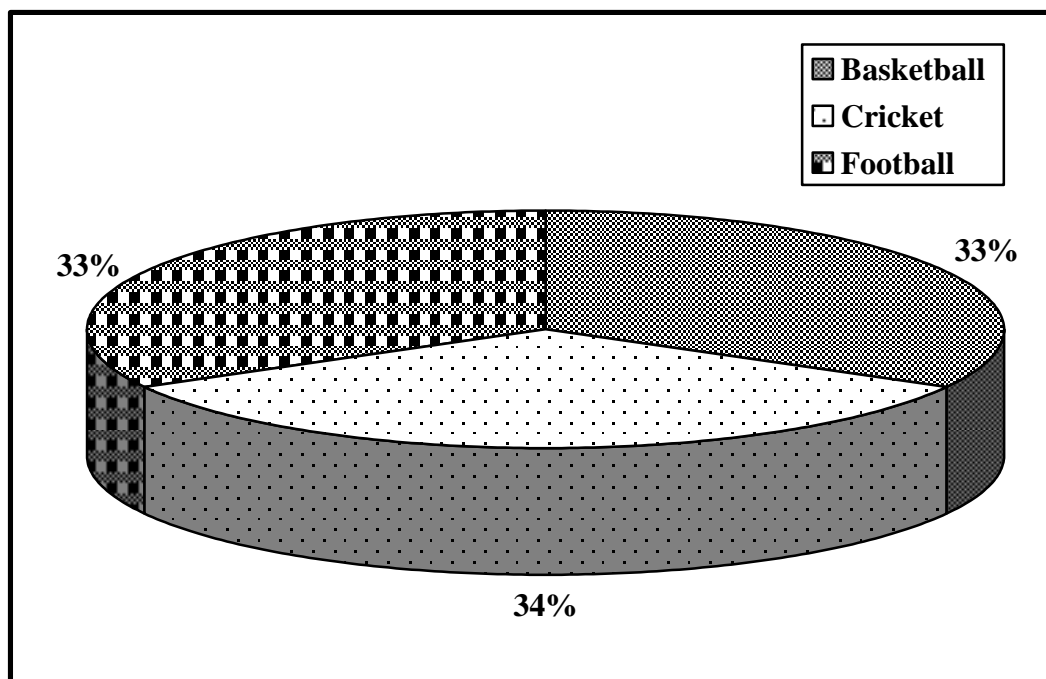
Table No. 11
Performance of Boy Students of N.K.S.S.

S.N	Items	Marks	Percentage
1	Basketball	7.9	79%
2	Cricket	8.1	81%
3	Football	7.9	79%
	Total	8.0	80%

The table above illustrates the idea that the boy students from this category secured equal marks of 7.9 (79%) in test item one and three. Their performance seemed to be better by 2% in the test item two where they obtained 8.1 (81%). In average, they obtained 80% in all categories.

This unit shows item wise average marks obtained by boy students of N.K.S.S. Bharatpur, Chitwan. There were three test items. The selected students were given three reading text items from Basketball, Cricket and Football. Boy students of N.K.S.S. secured 7.9 (79%) average mark in test item one. In test item two, they secured 8.1 (81%) marks and in test item three boy students secured 7.9 (79%) marks. The boys from this class secured the highest mark in test item two which is related to Cricket news. The data can be presented in pie chart as follows:-

Figure No. 11
Performance of Boy Students of N.K.S.S.



By the help of this pie-chart we come to know that in test item one and three, only 33 percent questions were correctly solved. Similarly, in test item two, only 34 percent questions were solved. All together there were 30 questions.

Girl Students of N.K.S.S.

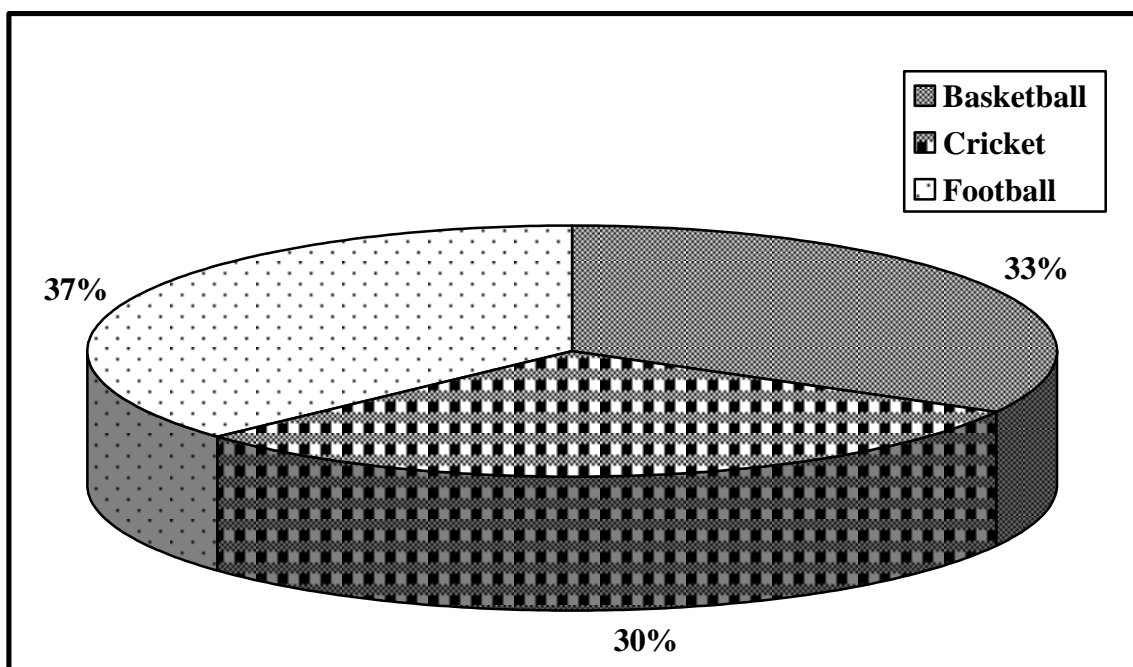
Table No. 12
Performance of Girl Students of N.K.S.S.

S.N	Items	Marks	Percentage
1	Basketball	6.5	65%
2	Cricket	6.0	60%
3	Football	7.3	73%
	Total	19.8	66%

The table shows the performance of the girl students represented from N.K.S.S. Bharatpur, Chitwan who secured 6.5 (65%) in test item one, 6.0 (60%) in test item two, and 7.3 (73%) in test item three. The girls from this category secured the best marks in item three whereas they obtained the least marks in item two.

The students of girl respondents secured 6.5 (65%) marks in test item one. The students secured 6.0(60%) marks in test item two and 7.3 (73%) in test item three. The students of girl secured the highest mark in test item three. In total the students secured 19.8 (66%) mark out of 30. The above data can be presented in pie-chart as follows:-

Figure No. 12
Performance of Girl Students of N.K.S.S.



Out of all correct answers 33 percent correct answers were of test item one. Similarly 30 percent correct answer were of test item two and 37 percent correct answer of test item three. All together there were 30 questions.

Boy Students of P.H.S.E.B.S.

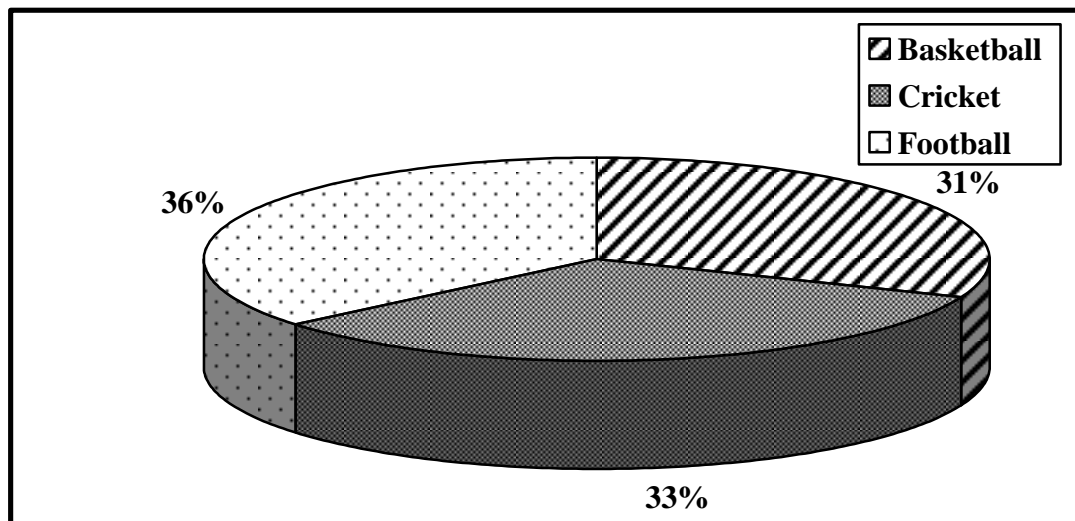
Table No. 13
Performance of Boy Students of P.H.S.E.B.S.

S.N	Items	Marks	Percentage
1	Basketball	7.8	78%
2	Cricket	8.5	85%
3	Football	9.1	91%
	Total	25.4	85%

The table above presents the performance of the selected boy students represented from P.H.S.E.B.S . The notable performance what they showed in the test item three where they secured 9.1(91%) marks. In the case of other two items, there is a little bit ups and downs in their obtained marks. They scored 7.8 marks in the test item one whereas they obtained 8.5 marks in the test item two. Hence, they performed excellent in football news; however, they felt a little harder understanding in basketball news and cricket news.

Boy students represented from private school secured 7.8 (78%) in test item one. Likewise, in test item two they scored 8.5 (85%). More interestingly, the excellent performance was seen in item three where they obtained 9.1(91%). It is the highest score obtained by the sampled students in each category. The data can be presented in pie-chart as follows:-

Figure No. 13
Performance of Boy Students of P.H.S.E.B.S.



This figure shows that out of all correct answers 31 percent correct answer were of test item one, 33 percent correct answer were of test item two and 36 percent were of test item three.

Girl students of P.H.S.E.B.S.

The sampled girl students from this category scored 7.1 (71%) in test item one, 6.2 (62%) in test item two and 8.6 (86%) in test item three. The girl students scored the

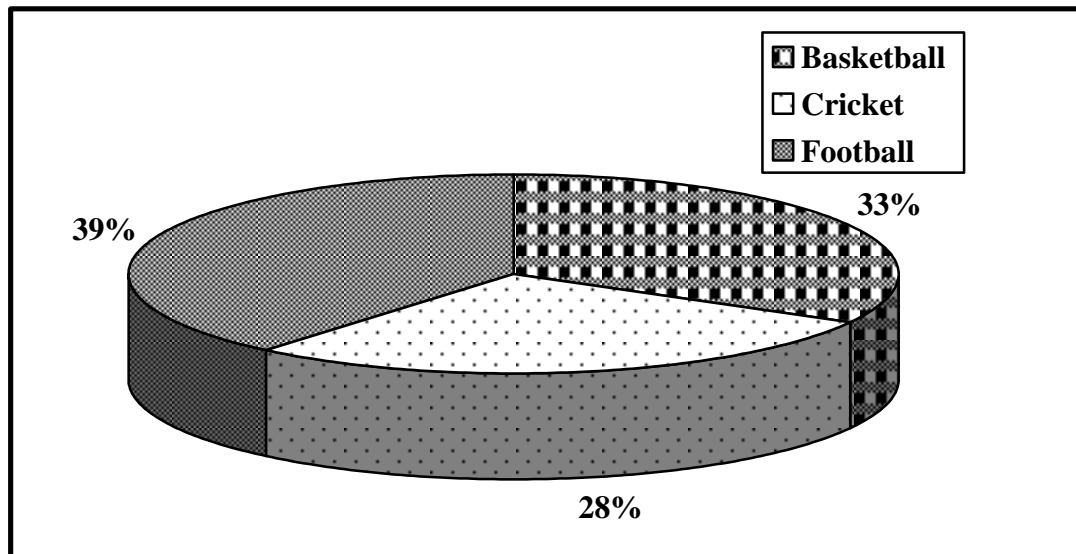
highest marks in test item three and it is the lowest marks they obtained in test item two the total average marks was 21.9 (73%) out of 30. the data can be presented in pie-chart as follows:-

Table No. 14
Performance of Girl Students of P.H.S.E.B.S.

S.N	Items	Marks	Percentage
1	Basketball	7.1	71%
2	Cricket	6.2	62%
3	Football	8.6	86%
	Total	21.9	73%

The table above shows the performance of the girl students selected from private school. They secured 7.1 (71%) in test item one, 6.2 (62%) in test item two, and 8.6 (86%) in test item three. They scored the highest mark in test item three with 86% and the lowest marks in test item two with 62%. The girl students secured 21.9 (73%) out of 30. Hence, they had better understanding in football news than the cricket and the basketball news.

Figure No. 14
Performance of Girl Students of P.H.S.E.B.S.



This figure shows that among all test items the correct answers for test item one were 33 percent, for test item two were 28 percent and test item three were 39 percent. Altogether there were 30 questions.

Table No. 15

Performance of Different Student Group in Different Test Items

S.N	Type of Student Groups	Item I		Item II		Item III		Grand Total	
		Marks	%	Marks	%	Marks	%	Marks	%
1	Boy students of N.K.S.S.	7.9	79	8.1	81	7.9	79	8.0	80
2	Girl students of N.K.S.S.	6.5	65	6.0	60	7.3	73	6.6	66
3	Boy students of P.H.S.E.B.S.	7.8	78	8.5	85	9.1	91	8.5	85
4	Girl students of P.H.S.E.B.S.	7.1	71	6.2	62	8.6	86	7.3	73
Total		7.48	74.8	7.2	72	8.23	82.3	7.6	76

The table above presents the item wise average marks obtained by different student groups in different test items, we came to know that the boy students of N.K.S.S. secured the highest marks in test item one among all student groups. Similarly, in test item two, the boy students of P.H.S.E.B.S. secured the highest marks among all categories. In test item three, the boys represented from P.H.S.E.B.S. obtained the highest marks securing 91%. To sum up, the boys selected as sample population from private school had better performance than that of other respondents. Their average score was 85% which is 5% ahead of the boys from government school. Also it is significantly more than the girls represented from private school.

3.7 Average Marks of Different Test Items

Table No. 16

The Final Average Marks

Test Item I		Test Item II		Test Item III		Grand Total	
Basketball		Cricket		Football			
Marks	%	Marks	%	Marks	%	Marks	%
7.48	74.8	7.2	72	8.23	82.3	7.6	76

From the table above we know that the students have the best performance in football, than those of other (basketball, cricket). They have the least performance in cricket among three test items. Their average marks were 7.6 out of 10. Their percentage was 76.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter includes the findings and recommendations.

4.1 Findings

On the basis of the analysis and interpretation, the findings of the study are as follows:

1. While looking at the average score in total the average marks displayed by the figure is promising (7.6, in percent 76%) but when the researcher started analyzing individual student and group, the condition is disheartening. The performance of the girl students is less satisfactory (got 69.5%) than boy students as a whole. Finally, it shows that the students of grade 9 could only solve 76% test item in average. Their proficiency in understanding sports news seems to be good in rank.
2. While presenting findings on the basis of gender, girl students secured only 69.5% whereas boy students secured 82.2%. The girl students scored 11.7% less marks than that of the boy students counterparts. So the boy students have better proficiency in understanding of the sports news than that of girl students counterparts.
3. Sports news is not read more by grade nine students. Similarly girl students have less proficiency in understanding sports news than boy students. In the context of Nepal, most of the students read football news than basketball and cricket. So that they obtained highest score in football, their percent was 82.3%.
4. On the basis of the school wise analysis, it was found that the students of government school have less performance in comparison to the students from private school. The students from government school counterparts obtained 73% marks whereas the students from private school obtained 78.8% marks in overall performance. In fact, it shows that students represented from government school do not have great efforts in average in understanding sports news in comparison to the students represented from private school.

The students from private school were ahead than the students from government school by 5.8%.

5. On the basis of analysis and interpretation done over each test item it was found that in test item one, the students obtained 74.8% in average. In test item two, they secured 72%. Similarly, in test item three, they secured 82.3%. In total, only 76% items were solved. In fact, it shows that cricket was the most difficult item for them whereas football was the easiest item for grade 9 (N.K.S.S. and P.H.S.E.B.S.) students.
6. In conclusion, out of all the best performance was found in test item three done by boy students of private school who scored 91%. On the other hand, the least performance was found in test item two done by girl students of government who only got 60%.

4.2 Recommendations

On the basis of the above-mentioned findings of the study some recommendations can be made as follows:-

1. Grade 9 students should be given more practice on reading comprehension, especially the students of the government school.
2. Students should read sports newspaper to remain in touch with the current English language. They should be encouraged to do so.
3. The girl students seem to be passive in reading sports news so; they should be inspired to read sports news daily.
4. The present study finds that cricket news was more difficult to understand than others. So journalists and editors should think about using easier words while they are making the cricket news.
5. Most of the students studying in government school did so many mistakes and scored less marks in test. Thus government school should develop English through conversation or classroom instruction.
6. The teachers should give more exposure to the students in government schools.

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Appendix-II

Individual score sheet of different student groups

Boy students of N.K.S.S.

S.N.	Name of Students	F.M. 10		P.M. 10		F.M. 10		Grand Total	Percent
		TI-I	%	TI-II	%	TI-III	%	Total	%
1.	Roshan Kodariya	7	70	9	90	8	80	24	80
2.	Ashok Thapa	9	90	9	90	10	100	28	93.3
3.	Arjun Parajuli	6	60	9	90	9	90	24	80
4.	Vibek K.C.	6	60	7	70	8	80	21	70
5.	Sushil Joshi	8	80	9	90	9	90	26	86.7
6.	Raj Kumar Basnet	6	60	8	80	7	70	21	70
7.	Sanjeev Lama	8	80	8	80	10	100	26	86.7
8.	Sanjaya Basnet	6	60	8	80	7	70	21	70
9.	Birendra Sanjayal	6	60	8	80	9	90	23	76.7
10.	Prakash Khatiwada	7	70	6	60	9	90	22	73.3

Girl Students of N.K.S.S.

S.N.	Name of Students	F.M. 10		P.M. 10		F.M. 10		Grand Total	Percent
		TI-I	%	TI-II	%	TI-III	%	Total	%
1.	Binita Gurung	6	60	8	80	9	90	23	77
2.	Sunita Kunwar	7	70	5	50	9	90	21	70
3.	Laxmi Rajali	9	90	7	70	8	80	24	80
4.	Pooja Soti	8	80	6	60	9	90	23	77
5.	Saraswati Ghale	7	70	8	80	7	70	22	73
6.	Rista soti	6	60	7	70	6	60	196	63
7.	Anita Dhakal	6	60	5	50	7	70	18	60
8.	Alish Gurung	5	50	5	50	7	70	17	57
9.	Kalpna Ranabhat	5	50	4	40	6	60	15	50
10.	Sarita Kafle	6	60	5	50	5	50	16	53

Boy Students of P.H.S.E.B.S.

S.N.	Name of Students	F.M. 10		P.M. 10		F.M. 10		Grand Total	Percent
		TI-I	%	TI-II	%	TI-III	%	Total	%
1.	Shambhu Sha	7	70	9	90	9	90	25	83.33
2.	Dev Dhakal	8	80	9	90	8	80	25	83.33
3.	Anil Sapkota	7	70	9	90	8	80	24	80.0
4.	Mukesh Mahato	9	90	8	80	8	80	25	83.3
5.	Suresh Timilsena	7	70	8	80	10	100	25	83.3
6.	Aswian Pandeya	8	80	7	70	10	100	25	83.3
7.	Pravin Sign Yadav	8	80	8	80	9	90	25	83.3
8.	Milan Tamang	8	80	9	90	10	100	27	90.0
9.	Chet Narayan Sapkota	7	70	9	90	10	100	26	86.66
10.	Narayan Poudel	9	90	9	90	9	90	27	90.00

Girl Students of P.H.S.E.B.S.

S.N.	Name of Students	F.M. 10		P.M. 10		F.M. 10		Grand Total	Percent
		TI-I	%	TI-II	%	TI-III	%	Total	%
1.	Kamala Khatri	7	70	7	70	9	90	23	76.67
2.	Sanju Shree Pariyara	6	60	5	50	8	80	19	63.33
3.	Deepa Thanet	6	60	4	40	9	90	19	63.33
4.	Gita Malla	8	80	5	50	9	90	22	73.33
5.	Kabita Duwadi	6	60	6	60	6	60	18	66.00
6.	Jayanti Gurung	9	90	7	70	6	60	22	73.33
7.	Bristi Parajuli	8	80	7	70	8	80	23	76.67
8.	Sita Subedi	6	60	6	60	7	70	19	63.33
9.	Sunita Sapkota	8	80	8	80	7	70	23	76.67
10.	Sandhaya Acharya	7	70	7	70	7	70	21	70.00

